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9.11	outlines the a evaluation cr	arrangement b iteria?	practica, externships, or internships, does the institution have a written and between the institution and the practicum site, including specific learning objects.	jectives, course requirements, and
	Yes	□ No	Not Applicable (these elements are not part of the program or no stude	ent is at the point of needing them)
9.12	Does the prog		pendent studies? ip to question 9.14)	
9.14	Are the curric	culum and len	gth of the program appropriate to meet the educational and placement objective	es of the program?
9.15	Are course p ⊠ Yes	rerequisites a	ppropriate, are they identified in the catalog and on the course syllabi, and are	they being followed?
9.16	(a) Title and Yes (b) Course in Yes (c) Course in Yes (d) Instruction Yes (e) Learning Yes (f) Instruction Yes (g) Topical on Yes (h) Instruction Yes (i) Assessmin Yes (j) Method on Yes (k) Date the Yes For Title IV (l) Out-of-con Yes (m) A descrip Yes	Course descri	nd/or corequisites ours/credits and references course students last reviewed ampuses that have lecture courses in credit hour programs or clock-to-credit agaments that support the learning objectives for the course Not Applicable (Additional Location Inclusion OR clock hour program inimum amount of time a student is expected to spend on completion of the wo	m) ork assignments
9.17	Do students o ⊠ Yes	confirm that t	hey receive a course syllabus and that it is followed?	
9,18	Are the cours Yes	ses available v	when needed by the student in the normal pursuit of a program of study?	
9.19			fy the backup documentation to support the placement rate for the program(mitted to the Council? Not Applicable (there have been no graduates)	s) as reported on the last Campus
	There was on	e call attempt	ers or graduates were attempted? ed for the Associate of Applied Science in Medical Office Management. attempted calls in the Associate of Applied Science in Medical Insurance Codin	ng and Billing.

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How many calls to employers or graduates were successful?

There was one successful call for the Associate of Applied Science in Medical Office Management.

There are not any graduates in the Associate of Applied Science in Medical Insurance Coding and Billing at this time.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

Associate in Medical Office Management-0

If No, insert "Section 3-1-303(a)" in parentheses and explain:

(Section 3-1-303(a)): Although there was one successful contact for graduate from the Medical Office Management program, the student was not placed in field as attested by the institution. The student states that she is a freelance home health aid that does not work for any agency but takes on patients through word of mouth, family, and friends. She also stated that she had been doing this for many years before obtaining her degree and resumed this position post graduation in September 2013. Her primary skills include companionship, cooking, light housekeeping, transportation to physician appointments, and help with activities of daily living (ADL's). The student stated that she does not feel that the training she received from Westwood's Medical Office Management degree has helped her prepare for this position. She previously obtained her bachelor of Healthcare Management from Westwood. Upon team review, there is not a match for job description, title, or skills utilized allowing for an in-field placement of the graduate. The Medical Office Management program specifically states in the catalog, and through review of curriculum offered, that this degree is designed to manage medical office operations and to teach and train students the skills necessary to work with doctors and their patients in a medical office environment. Core curriculum classes include accounting, medical insurance and administrative procedures, principles of human resource mananagement, and advanced medical office management, to name a few. The core curriculum involves over 70% management related topics and does not relate the skill set to afford a placement as in-field in regards to a home health aid position.

9.20	Was docum	entation on file	to verify graduates classified on the CAR as "not available for placement"?			
	☐ Yes	☐ No	☑ Not Applicable			
9.21			e in Title IV financial aid?			
	⊠ Yes	☐ No (Ski	p to question 9.24)			
9.22			procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit			
		the state of the s	. Department of Education for Title IV funding?			
	⊠ Yes	☐ No	Not Applicable (Clock hour programs only)			
9.23	Is there evid	dence that out-o	f-class work or the equivalency is being evaluated?			
	⊠ Yes	☐ No	Not Applicable (Clock hour programs only)			
	Electronic g The gradeb Computer ! Physiology	gradebooks wer ooks reviewed i Software Appli I (BIOL170),	documentation of evaluation viewed on site. e reviewed randomly for the Medical Office Management and Medical Insurance Coding and Billing programs included; Computer Applications (ITCS101), College Mathematics (MATH107), Success Strategies (PDVE111) cations in Healthcare (MICB151), Healthcare Billing and Reimbursement Systems (MICB240), Anatomy & and Introduction to Health Information Technology (HINT110). Student assignments, course objectives unation of progress for those objectives are being met and documented.			
9.24	(a) Faciliti	es.	ate to adequately support the number and nature of the program?			
	⊠ Yes	□ No				
	(b) Instructional equipment. ☐ Yes ☐ No					
	(c) Resour	ces.				
	⊠ Yes	□ No				
	(d) Person	nel.				
	⊠ Yes	☐ No				
9.25	Are the foll	owing elements	appropriately incorporated into the instructional components of the program?			
		natic planning.	And the state of t			

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	 X Yes (c) The select X Yes (d) Appropri X Yes (e) The use of X Yes 	☐ No ined instructional objectives. ☐ No ction and use of appropriate and current learning materials. ☐ No ate modes of instructional delivery. ☐ No of appropriate assessment strategies. ☐ No of appropriate experiences. ☐ No	
9.27		lty members' qualifications meet the minimum requirements outlined in the Access academically and experientially appropriate to the subject matter they teach and the lev	
9.28	Is the size of ⊠ Yes	the faculty appropriate to the total student enrollment?	
9.29	Is an adequate ✓ Yes	e core of full- and part-time faculty employed to ensure sound direction and continuity o No	f development for the program?
9.30	Are teaching ⊠ Yes	loads reasonable?	
9.38		r of hours required to complete the program at least 60 semester hours, 90 quarter hour semesters, six quarters, or the equivalent?	s, or their equivalent, earned over a
9.39	Is there a min	timum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the at	rea of concentration?
9.40	Does the curr ⊠ Yes	iculum quantitatively and qualitatively approximate the standards at other collegiate inst	citutions offering the same degree?
9.41	Is enrollment ☑ Yes	in the second academic year of the two-year program sufficient to support regularly sch No Not Applicable (no students in the second year)	eduled classes?
9.42	Are the secon	nd-year courses based upon appropriate first-year prerequisites? No Not applicable	
The te	care programs. I	S: o commend the institution for a well evidenced online layout in design, structure, and imp t is also to be commended that the institution has shown to have tried substantial and adeq may be a challenge.	
9.	PROGRA	M EVALUATION	
	Academic As	sociate's Degree in Criminal Justice	
	Academic As	sociate's Degree in Paralegal	
9.01	Is licensure, c ☐ Yes	rertification or registration required to practice in the specific career field? No (Skip to question 9.02)	
9.02	Who is assign	ned to administer the academic program(s), and what are this person's qualifications?	

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	Dr. Mario Giannoni is the program chair responsible for administering the academic program for the so Westwood College Online. Dr. Giannoni holds a bachelor's degree and master's degree in Criminal/Social Jr Romeoville, Illinois, and a doctoral degree in Adult Continuing Education from Northern Illinois University	astice from Lewis University in
	Mrs. Jennifer Dartt is the interim program chair responsible for administering the Paralegal program. Mrs. Dournalism from the University of Texas, Austin, Texas; a master's degree in Business Administration from Broomfield, Colorado; and a master's degree in Legal Studies from Texas State University in San Marcos, Te	om Westwood College Online,
9.03	Does this individual possess appropriate academic or experiential qualifications? ☐ Yes ☐ No	
9.04	Is there evidence that the program administrator has sufficient authority and responsibility for the develop educational program(s)? Yes No	ment and administration of the
9.05	Are the time and resources devoted to the administration of the educational program(s) sufficient? ☐ Yes ☐ No	
9,06	Does the program meet the needs of its students and the requirements of the Council, as shown by studen meet or exceed the standards for the following areas: (a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)?	t achievement outcomes which
	Yes No Not Applicable (Additional Location Inclusion only)	
	(b) Student placement rate of 70%? ☐ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)	
	If No, does the campus provide one of the following: A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data or exceed Council requirements? ☑ Yes ☐ No	, analysis and activities to meet
9.07	List the community resources and describe how they are utilized to enrich the program(s). The Criminal Justice program utilizes community resources within several of its courses through project assignment that the enforcement agencies in their own community for job shadowing, tours and career goal develop CJ381-Women and Criminal Justice, students were assigned the project of locating a female adolesce community, through a church or another criminal justice program. After conducting interviews with staff, apaper sharing their experiences and received peer review feedback through online threaded discussions.	ment. As an example, in course ent juvenile program, in their
	The Paralegal program also utilizes community resources within its online courses through webinars, specific Debt Collection Practices and Career Management in paralegal careers.	to course content, such as Fair
9.08	Is the utilization of community resources sufficient to enrich the program? ☑ Yes ☐ No	
9.09	Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupa credential, or both? ☐ Yes ☐ No	ational objective, an academic
9.10	Does the catalog and/or other advertising material such as brochures and web site, accurately describe the pro ☐ Yes ☐ No	ogram and its objectives?
9.11	For programs that include practica, externships, or internships, does the institution have a written and noutlines the arrangement between the institution and the practicum site, including specific learning object evaluation criteria?	
	Yes Not Applicable (these elements are not part of the program or no student	is at the point of needing them)
9.12	Does the program use independent studies?	

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	☐ Yes	No (Skip to question 9.14)	
9,14	Are the curri	culum and length of the program appropriate to meet the educational and placement objective No	es of the program?
9.15	Are course p ⊠ Yes	rerequisites appropriate, are they identified in the catalog and on the course syllabi, and are	they being followed?
9.16	(a) Title and Yes (b) Course of Yes (c) Course of Yes (d) Instruction Yes (e) Learning Yes (f) Instruction Yes (g) Topical Yes (h) Instruction Yes (i) Assessm (ii) Yes (j) Method (iv) Yes (k) Date the Yes (k) Date the Yes (iv) Yes (iv) Yes (iv) Yes (iv) Out-of-of-of-of-of-of-of-of-of-of-of-of-of-	□ No prerequisites and/or corequisites □ No onal contact hours/credits □ No	n) rk assignments
9.17	Do students ⊠ Yes	confirm that they receive a course syllabus and that it is followed?	
9.18	Are the cours	ses available when needed by the student in the normal pursuit of a program of study?	
9.19	Accountabili Yes How many c The followin Academic as	n able to verify the backup documentation to support the placement rate for the program(ty Report submitted to the Council? No Not Applicable (there have been no graduates) alls to employers or graduates were attempted? g number of calls was made to employers for the following programs; sociate's degree program in Criminal Justice: 5 sociate's degree in Paralegal: 9	s) as reported on the last Campus
	The followin	alls to employers or graduates were successful? g number of calls, by program was successful: sociate's degree program in Criminal Justice; 1	

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Academic associate's	legree program in Paralegal: 4		
	essful contacts confirmed the er f successful contacts and confirm	mployment of the graduate as reported on the Continue	CAR? Please explain any discrepar
		d the employment of the graduates in the follow	ing programs:
Successful contacts c	nfirming employment for Crimin	nal Justice: 1	and the second
Successful contacts c	nfirming employment for Paraleg	gal: 4	
(Section 3-1-303(a))	Additionally, 15 students in the	Criminal Justice and Paralegal programs, as lis	sted in question 3,05 have attestation
	e verified. The team reviewed the		
(b)(6)			
1-1			
	William Awar a communication		
		ed on the CAR as "not available for placement"?	
Was documentation o ⊠ Yes □ N		ed on the CAR as "not available for placement"?	
⊠ Yes □ N	☐ Not Applicable	ed on the CAR as "not available for placement"?	
Yes □ NDoes the campus part		ed on the CAR as "not available for placement"?	
✓ Yes	Not Applicable cipate in Title IV financial aid? (Skip to question 9.24)		
 ✓ Yes ✓ Noes the campus part ✓ Yes ✓ Noes the campus' wr 	Not Applicable cipate in Title IV financial aid? (Skip to question 9.24) ten procedures (as evidenced by	their academic credit analysis) support the writt	
∑ Yes	Not Applicable cipate in Title IV financial aid? (Skip to question 9.24) ten procedures (as evidenced by U.S. Department of Education f	their academic credit analysis) support the writt for Title IV funding?	
 ✓ Yes ✓ Noes the campus part ✓ Yes ✓ Noes the campus' wr 	Not Applicable cipate in Title IV financial aid? (Skip to question 9.24) ten procedures (as evidenced by U.S. Department of Education f	their academic credit analysis) support the writt	
∑ Yes	Not Applicable cipate in Title IV financial aid? (Skip to question 9.24) ten procedures (as evidenced by U.S. Department of Education for Mot Applicable (Cleans)	their academic credit analysis) support the writt for Title IV funding? ock hour programs only)	
∑ Yes	Not Applicable cipate in Title IV financial aid? (Skip to question 9.24) ten procedures (as evidenced by U.S. Department of Education for Management of Education for M	their academic credit analysis) support the writt for Title IV funding? ock hour programs only)	
	Not Applicable cipate in Title IV financial aid? (Skip to question 9.24) ten procedures (as evidenced by U.S. Department of Education for Mot Applicable (Cleanut-of-class work or the equivalent Not Applicable (Cleanut-of-class)	their academic credit analysis) support the writt for Title IV funding? ock hour programs only) ncy is being evaluated? ock hour programs only)	
	Not Applicable cipate in Title IV financial aid? (Skip to question 9.24) ten procedures (as evidenced by U.S. Department of Education for Mot Applicable (Cleanut-of-class work or the equivalent Not Applicable (Cleanut-of-class) Not Applicable (Cleanut-of-class)	their academic credit analysis) support the writt for Title IV funding? ock hour programs only) ncy is being evaluated? ock hour programs only) n viewed on site.	en policy and definition of a credit
	Not Applicable cipate in Title IV financial aid? (Skip to question 9.24) ten procedures (as evidenced by U.S. Department of Education for Mot Applicable (Clout-of-class work or the equivalent Not Applicable (Clout the documentation of evaluation luations in out-of-class work was	their academic credit analysis) support the writt for Title IV funding? ock hour programs only) ncy is being evaluated? ock hour programs only) n viewed on site. as viewed online for both the Criminal Justice	en policy and definition of a credit and the Paralegal programs. Out-
∑ Yes	Not Applicable cipate in Title IV financial aid? (Skip to question 9.24) ten procedures (as evidenced by U.S. Department of Education for Mot Applicable (Cloud-of-class work or the equivalent Not Applicable (Cloud-of-class work of evaluation luations in out-of-class work want in various research focus top	their academic credit analysis) support the writt for Title IV funding? ock hour programs only) ncy is being evaluated? ock hour programs only) n viewed on site. as viewed online for both the Criminal Justice pics presented by the instructors, to be comple	en policy and definition of a credit and the Paralegal programs. Out-
	Not Applicable cipate in Title IV financial aid? (Skip to question 9.24) ten procedures (as evidenced by U.S. Department of Education for Mot Applicable (Closut-of-class work or the equivalent Not Applicable (Closuthe documentation of evaluation luations in out-of-class work want in various research focus top a reflection papers or scenario-	their academic credit analysis) support the writt for Title IV funding? ock hour programs only) ncy is being evaluated? ock hour programs only) n viewed on site. as viewed online for both the Criminal Justice pics presented by the instructors, to be comple- based presentations in PowerPoint. Students	en policy and definition of a credit and the Paralegal programs. Out-
	Not Applicable cipate in Title IV financial aid? (Skip to question 9.24) ten procedures (as evidenced by U.S. Department of Education for Mot Applicable (Cloud-of-class work or the equivalent Not Applicable (Cloud-of-class work of evaluation luations in out-of-class work want in various research focus top	their academic credit analysis) support the writt for Title IV funding? ock hour programs only) ncy is being evaluated? ock hour programs only) n viewed on site. as viewed online for both the Criminal Justice pics presented by the instructors, to be comple- based presentations in PowerPoint. Students	en policy and definition of a credit and the Paralegal programs. Out-
	Not Applicable cipate in Title IV financial aid? (Skip to question 9.24) ten procedures (as evidenced by U.S. Department of Education for Mot Applicable (Cleanater of Mot Applicable) Out-of-class work or the equivalent Mot Applicable (Cleanater of Mot Applicable) the documentation of evaluation luations in out-of-class work want in various research focus top in reflection papers or scenario-in threaded discussions or in grade	their academic credit analysis) support the writt for Title IV funding? ock hour programs only) ncy is being evaluated? ock hour programs only) n viewed on site. as viewed online for both the Criminal Justice pics presented by the instructors, to be comple- based presentations in PowerPoint. Students	en policy and definition of a credit and the Paralegal programs. Out-
	Not Applicable cipate in Title IV financial aid? (Skip to question 9.24) ten procedures (as evidenced by 1.1.1.2.1.2.2.2.2.2.2.2.2.2.2.2.2.2.2.2	their academic credit analysis) support the writt for Title IV funding? ock hour programs only) mcy is being evaluated? ock hour programs only) in viewed on site, as viewed online for both the Criminal Justice bics presented by the instructors, to be completed based presentations in PowerPoint. Students in the form, with evaluation.	en policy and definition of a credit and the Paralegal programs. Out-
	Not Applicable cipate in Title IV financial aid? (Skip to question 9.24) ten procedures (as evidenced by U.S. Department of Education for Mot Applicable (Closure of Color	their academic credit analysis) support the writt for Title IV funding? ock hour programs only) mcy is being evaluated? ock hour programs only) in viewed on site, as viewed online for both the Criminal Justice bics presented by the instructors, to be completed based presentations in PowerPoint. Students in the form, with evaluation.	en policy and definition of a credit and the Paralegal programs. Out-
	Not Applicable cipate in Title IV financial aid? (Skip to question 9.24) ten procedures (as evidenced by U.S. Department of Education for Mot Applicable (Closut-of-class work or the equivalent Mot Applicable (Closut-of-class work or the equivalent Mot Applicable (Closut-of-class work want in various research focus top in reflection papers or scenariose threaded discussions or in grade copriate to adequately support the oment.	their academic credit analysis) support the writt for Title IV funding? ock hour programs only) mcy is being evaluated? ock hour programs only) in viewed on site, as viewed online for both the Criminal Justice bics presented by the instructors, to be completed based presentations in PowerPoint. Students in the form, with evaluation.	en policy and definition of a credit and the Paralegal programs. Out-
	Not Applicable cipate in Title IV financial aid? (Skip to question 9.24) ten procedures (as evidenced by U.S. Department of Education for Mot Applicable (Closut-of-class work or the equivalent Mot Applicable (Closut-of-class work or the equivalent Mot Applicable (Closut-of-class work want in various research focus top in reflection papers or scenariose threaded discussions or in grade copriate to adequately support the oment.	their academic credit analysis) support the writt for Title IV funding? ock hour programs only) mcy is being evaluated? ock hour programs only) in viewed on site, as viewed online for both the Criminal Justice bics presented by the instructors, to be completed based presentations in PowerPoint. Students in the form, with evaluation.	en policy and definition of a credit and the Paralegal programs. Out-
	Not Applicable cipate in Title IV financial aid? (Skip to question 9.24) ten procedures (as evidenced by U.S. Department of Education for Mathematical Color of Co	their academic credit analysis) support the writt for Title IV funding? ock hour programs only) mcy is being evaluated? ock hour programs only) in viewed on site, as viewed online for both the Criminal Justice bics presented by the instructors, to be completed based presentations in PowerPoint. Students in the form, with evaluation.	en policy and definition of a credit and the Paralegal programs. Out-
	Not Applicable cipate in Title IV financial aid? (Skip to question 9.24) ten procedures (as evidenced by U.S. Department of Education for Mathematical Color of Co	their academic credit analysis) support the writt for Title IV funding? ock hour programs only) mcy is being evaluated? ock hour programs only) in viewed on site, as viewed online for both the Criminal Justice bics presented by the instructors, to be completed based presentations in PowerPoint. Students in the form, with evaluation.	en policy and definition of a credit and the Paralegal programs. Out-
	Not Applicable cipate in Title IV financial aid? (Skip to question 9.24) ten procedures (as evidenced by U.S. Department of Education for Management of Education for Management of Education for Management of Education for Applicable (Classical Company) the documentation of evaluation fluations in out-of-class work want in various research focus top in reflection papers or scenariose threaded discussions or in grade copriate to adequately support the forment.	their academic credit analysis) support the writt for Title IV funding? ock hour programs only) mcy is being evaluated? ock hour programs only) in viewed on site, as viewed online for both the Criminal Justice bics presented by the instructors, to be completed based presentations in PowerPoint. Students in the form, with evaluation.	en policy and definition of a credit and the Paralegal programs. Out-

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9.25	Are the following elements appropriately incorporated into the instructional components of the program? (a) Systematic planning. Yes	
9.27	Do the faculty members' qualifications meet the minimum requirements outlined in the Accrequalifications academically and experientially appropriate to the subject matter they teach and the level Yes \square \square No	
9.28	Is the size of the faculty appropriate to the total student enrollment? ☐ Yes ☐ No	
9.29	Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of ⊠ Yes □ No	development for the program?
9.30	Are teaching loads reasonable? ⊠ Yes □ No	
9.38	Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, period of four semesters, six quarters, or the equivalent? ☑ Yes ☐ No	or their equivalent, earned over a
9.39	Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the are ☐ Yes ☐ No	ea of concentration?
9.40	Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate instit ☑ Yes ☐ No	tutions offering the same degree?
9.41	Is enrollment in the second academic year of the two-year program sufficient to support regularly sched Yes No Not Applicable (no students in the second year)	duled classes?
9.42	Are the second-year courses based upon appropriate first-year prerequisites? ☐ Yes ☐ No ☐ Not applicable	
9. 1	PROGRAM EVALUATION	
	Bachelor's Degree in Criminal Justice: Major in Administration	
I	Bachelor's Degree in Criminal Justice: Major in Corrections	
Ī	Bachelor's Degree in Criminal Justice: Major in Investigations	
9.01	Is licensure, certification or registration required to practice in the specific career field? ☐ Yes ☐ No (Skip to question 9.02)	
9.02	Who is assigned to administer the academic program(s), and what are this person's qualifications?	

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	Giannoni hol	ds a doctoral	degree in Adult Contin	sible for administering the academic program for uing Education from Northern Illinois University in Lewis University in Romeoville, IL.				
9.03	Does this ind ⊠ Yes	ividual posses	s appropriate academic	or experiential qualifications?				
9.04		Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)? Yes No						
9.05	Are the time	and resources	devoted to the administ	tration of the educational program(s) sufficient?				
9.06	meet or excee (a) Student i Yes (b) Student j Yes	ed- the standar retention rate \(\sigma\) No placement rate \(\sigma\) No	ds for the following are of 65% (programs >1 ye \to Not Applicable of 70%? \to Not Applicable	ear in length) OR 70% (programs ≤ 1 year in length e (Additional Location Inclusion only) e (Additional Location Inclusion only)				
	AC	ampus Effect xceed Counci	requirements?	owing: t includes an improvement plan for this program w	ith data, analysis and activities to meet			
9.07	The Criminal contact law e CRJS211-Co professional,	Justice progr nforcement as mmunication in their com	am utilizes community gencies in their own cor for the CJ Profession nunity and interview c	ey are utilized to enrich the program(s). resources within several of its courses through projemmunity for job shadowing, tours and career goal on al, students were assigned the project of concultural benefits and career goals. Students completeview feedback through online threaded discussion	development. As an example, in course ntacting a bilingual law enforcement eted a reflection paper, after interview			
9.08	Is the utilizati ✓ Yes	ion of commu	nity resources sufficient	t to enrich the program?				
9,09	Does the cur credential, or Yes		ence a well-organized	sequence of appropriate subjects leading to an	occupational objective, an academic			
9.10	Does the cata ⊠ Yes	log and/or oth	er advertising material	such as brochures and web site, accurately describe	the program and its objectives?			
9,11		arrangement b	etween the institution	or internships, does the institution have a written and the practicum site, including specific learning e (these elements are not part of the program or no	g objectives, course requirements, and			
9.12	Does the prog		pendent studies? p to question 9.14)					
9.14	Are the curric	culum and len	gth of the program appr	ropriate to meet the educational and placement object	ctives of the program?			
9.15	Are course p	rerequisites a	opropriate, are they ide	ntified in the catalog and on the course syllabi, and	d are they being followed?			

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0.16	To not receive to	datalu datallad	sullabus on file for each savings that includes						
9.16	Is an appropriately detailed syllabus on file for each course that includes: (a) Title and course descriptions								
	Yes	No	phons						
	(b) Course n								
	Yes	□ No							
			nd/or corequisites						
	Yes	No	ad of corequisites						
			Committee of the						
	Yes	onal contact he	burs/credits						
	(e) Learning✓ Yes	□ No							
	(f) Instruction	No No	and references						
		outline of the o	course						
	⊠ Yes	∐ No							
	The second secon	onal methods							
	⊠ Yes	☐ No							
		ent criteria							
	⊠ Yes	□ No	of Co.						
		of evaluating s	tudents						
	⊠ Yes	□ No	3. C. 30g						
		(k) Date the syllabus was last reviewed							
	⊠ Yes □ No								
		For Title IV participant campuses that have <u>lecture</u> courses in <u>credit hour programs</u> or <u>clock-to-credit hour programs</u> only:							
		(l) Out-of-class work assignments that support the learning objectives for the course							
	⊠ Yes	□ No	☐ Not Applicable (Additional Location Inclusion OR clock hour program						
			nimum amount of time a student is expected to spend on completion of the wo						
	⊠ Yes	☐ No	☐ Not Applicable (Additional Location Inclusion OR clock hour program	n)					
0.17	N. W. L.	Carrie di se di	11-1						
9.17			ney receive a course syllabus and that it is followed?						
	⊠ Yes	☐ No							
9.18	Are the course	on available u	hen needed by the student in the normal pursuit of a program of study?						
2.10	⊠ Yes	No	hen needed by the student in the normal pursuit of a program of study?						
	△ res	L No							
9.19	Was the team	n abla ta varit	is the bealess decompositation to support the placement rate for the presence.	a) as reported on the last Commun					
9.19	Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?								
	∐ Yes	⊠ No	☐ Not Applicable (there have been no graduates)						
	Harry many age	alle to openlare	nes ar needustas visus attanzetad?						
		How many calls to employers or graduates were attempted?							
	There were 18 calls made to the employers.								
	How many a	How many calls to complexors or conductes were many to 10							
		How many calls to employers or graduates were successful? There were 10 successful calls							
	There were I	o successiui ci	IIIS						
	Home money on	f the avecage	al contacts confirmed the employment of the graduate as reported on the CAI	D2 Bloom avalois and disconnector					
			reconacts committee the employment of the graduate as reported on the CAI	K. Flease explain any discrepancy					
		successful cal							
	There were 8	successiui cai	15.						
	If No incort is	Section 2 1 2	03(a)" in parentheses and explain:						
			can was not able to verify the backup documentation to support the placement	at rate, in the field of study for the					
			phone verification of job placements.	it raic, in the field of study for the					
	program as re	shousen amung	phone verification of job placements.						

R. Januar	1, 2014 ACICS INITIAL, REEVALUATION, OR ADDITIONAL LOCATION INCLUSION REPORT	Page 52 of 73
(I	6)	
Ļ	 *CRJS275 Constitutional Law – This course explores history of the Constitution of the U 	Inited States and its application to th
	legal system. Topics include the structure of the Constitution and its amendments, hist amendments, separation of powers, judicial review, and court decisions pertinent successful completion of this course, students will be able to identify and discuss the and analyze rights, procedures, and issues as interpreted by the courts.	orical basis of the Constitution and it to contemporary legal issues. Upo
	 CRJS111 Introduction to Policing – This course presents an overview of contemporary functions within the criminal justice system. Topics include historical development, culture, ethics, corruption, and civil liability. Upon successful completion of this course 	roles and functions, the police sub
	functions of modern law enforcement agencies, explain their histories and roles in societ trends and issues.	
	 CRJS291 Criminal Justice Administration – This course examines the administration of system. Topics include personnel roles and functions, issues and practices, rights relations, and practices, rights of criminal justice employees, labor relations, financial justice administration, and administrative principles and practices. Upon successful communications. 	of criminal justice employees, laboral administration, study and scope of
200	able to describe the concepts, terms, and realities of criminal justice administration.	
	documentation on file to verify graduates classified on the CAR as "not available for placement"? Tes No No Not Applicable	
	the campus participate in Title IV financial aid? Yes \text{No (Skip to question 9.24)}	
	the campus' written procedures (as evidenced by their academic credit analysis) support the written p	policy and definition of a credit
	as defined by the U.S. Department of Education for Title IV funding? Tes No Not Applicable (Clock hour programs only)	

VER. J	anuary 1, 2014	ACICS INITIAL, REEVALUATION, OR ADDITIONAL LOCATION INCLUSION REPORT	Page 53 of 73
9,23	Is there evide	nce that out-of-class work or the equivalency is being evaluated? No Not Applicable (Clock hour programs only)	
	If Yes, briefly Documentation various reseat papers or see	describe the documentation of evaluation viewed on site. on of evaluations for out-of-class work was viewed online for the Criminal Justice rech focus topics presented by the instructors, to be completed by students outside the enario-based presentations in Powerpoint. Students received weekly instructor for in grade form, with evaluation.	e threaded discussions, in written reflection
9.24	(a) Facilities✓ Yes	□ No pnal equipment. □ No es. □ No	
9.25	(a) Systema	wing elements appropriately incorporated into the instructional components of the price planning. No ined instructional objectives. No ction and use of appropriate and current learning materials. No intermodes of instructional delivery. No of appropriate assessment strategies. No of appropriate experiences.	rogram?
9.27		Ity members' qualifications meet the minimum requirements outlined in the academically and experientially appropriate to the subject matter they teach and No	
9.28	Is the size of ⊠ Yes	the faculty appropriate to the total student enrollment?	
9.29	Is an adequat ⊠ Yes	e core of full- and part-time faculty employed to ensure sound direction and conti	nuity of development for the program?
9.30	Are teaching ⊠ Yes	loads reasonable?	
9,43		r of hours required to complete the program at least 120 semester hours, 180 quaght semesters, 12 quarters, or the equivalent?	rter hours, or their equivalent, earned over
9.44	Is there a min ✓ Yes	nimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within No	n the area of concentration?
9.45		on offers only the last two years of the bachelor's degree program, do the catalog a	nd all advertising materials clearly describe

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	Yes	□ No	Not Applicable (institution offers all four years of the degree)			
9.46	Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree Yes \sum No					
9.47	work?	t in the third	and fourth years of the bachelor's program sufficient to support regularly Not Applicable (no students in the third and fourth years)	scheduled classes and laboratory		
	⊠ Yes					
9.48	Are the third Yes	- and fourth-y	ear courses based upon appropriate prerequisites?			
9.	PROGRA	M EVA	LUATION			
	Academic As	ssociate's I	Degree in Graphic Design: Animation			
	Bachelor's D	egree in G	raphic Design: Animation			
	Bachelor's D	egree in G	raphic Design: Game Art			
	Bachelor's D	egree in G	raphic Design: Web Design			
	Bachelor's D	egree in S	oftware Development: Game Software Development			
9.01	Who is assign Mr. Carey R. bachelor's de Effects from present. Mr. Brian L. degree in Ae Rensselear P software development. Dr. Claire Bo Visual Commander Visual Arts in Ms. Kelley Cassociate's de la commander visual Arts in Ms.	No (Sk ned to admini- ichards is the egree in Art S Regis Univer eader is the perospace Engin folytechnic In- elopment and oper is the pro- nunications fin New York, ioethals is the egree in Art fr	gistration required to practice in the specific career field? ip to question 9.02) ster the academic program(s), and what are this person's qualifications? program chair for the Game Art and Animation Department at Westwood Co Studio from Colorado College in Colorado Springs, Colorado and a master's resity in Denver, Colorado. Mr. Richards owns and works in Media Arts for C rogram chair for the Game Software Department at Westwood College Onlineering from Boston College in Boston, Massachusetts and a master's degree stitute in Troy, New York, Mr. Leader, also, is the chief programmer for Idea manager from September 1997 to the present. Ogram chair for the Web Design Department at Westwood College Online. Dr. rom the School of Visual Arts in New York, New York, a master's degree in New York, and a doctoral degree in Education from Capella University in Minr program chair for the Graphic Design and Visual Communications Department om the University of West Florida in Pensacola, Florida; a bachelor's degree in to and a master's degree in Graphic Design from Savannah College of Art and Design from Savannah College of Art and Design from Savannah College of Art and Design and All and Al	s degree in 3D Animation/Digital KR Productions from 1996 to the me. Mr. Leader holds a bachelor's in Aeronautical Engineering from as Live as a game and educational Boger holds a bachelor's degree in Computer Art from the School of neapolis, Minnesota. at. Ms. Goerhals holds an academic Art from the University of Central		
9.03	Does this ind	lividual posses	ss appropriate academic or experiential qualifications?			
9.04	Is there evide educational p		program administrator has sufficient authority and responsibility for the deve	lopment and administration of the		
9.05	Are the time	and resources	devoted to the administration of the educational program(s) sufficient?			

VER. J	anuary 1, 2014	ACICS INITIAL, REEVALUATION, OR ADDITIONAL LOCATION INCLUSION REPORT	Page 55 of 73
	⊠ Yes	□ No	
9,06	meet or exceed (a) Student	gram meet the needs of its students and the requirements of the Council, as shown by studed- the standards for the following areas: retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)? No □ Not Applicable (Additional Location Inclusion only) placement rate of 70%? No □ Not Applicable (Additional Location Inclusion only)	ent achievement outcomes which
	AC	bes the campus provide one of the following: campus Effectiveness Plan (CEP) that includes an improvement plan for this program with dataxceed Council requirements? Yes \sum_No	ita, analysis and activities to mee
9,07	The team co concentration insight from	nunity resources and describe how they are utilized to enrich the program(s). onfirmed the programs utilize their Program Activities Committee (PAC) to provide en i. The programs, also, utilized guest speakers who login online with the students. These resprofessionals, doing business in the field to ensure the students are learning the necessary seas, as well as, their respective locations.	sources provide the students with
9.08	Is the utilizat ⊠ Yes	ion of community resources sufficient to enrich the program?	
9.09	Does the cu credential, or Yes	rriculum evidence a well-organized sequence of appropriate subjects leading to an occuboth?	pational objective, an academic
9.10	Does the cata ⊠ Yes	log and/or other advertising material such as brochures and web site, accurately describe the p No	program and its objectives?
9.11		s that include practica, externships, or internships, does the institution have a written and arrangement between the institution and the practicum site, including specific learning objective iteria? No Not Applicable (these elements are not part of the program or no stude)	ectives, course requirements, and
9.12	Does the prog	gram use independent studies? No (Skip to question 9.14)	
9.14	Are the curric	culum and length of the program appropriate to meet the educational and placement objectives No	of the program?
9.15	Are course p	rerequisites appropriate, are they identified in the catalog and on the course syllabi, and are	they being followed?
9.16	(a) Title and Yes (b) Course r Yes (c) Course p Yes (d) Instruction Yes (e) Learning Yes	☐ No prerequisites and/or corequisites ☐ No ponal contact hours/credits ☐ No	

Yes	January 1, 2014 ACICS INITIAL, REEVALUATION, OR ADDITIONAL LOCATION INCLUSION REPO	RT Page 56 of 73
Comparison Com	⊠ Ves □ No	
Yes		
(b) Instructional methods Yes		
Yes		
(a) Assessment criteria		
Yes		
(i) Method of evaluating students Yes	No. 10 The Control of	
Yes		
According to the syllabus was last reviewed According to the work assignments According to the work assignments According to the work was signments According to the work		
Yes		
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only: (1) Out-of-class work assignments that support the learning objectives for the course Yes No Not Applicable (Additional Location Inclusion OR clock hour program) (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments Yes No Not Applicable (Additional Location Inclusion OR clock hour program) Do students confirm that they receive a course syllabus and that it is followed? Yes No No Are the courses available when needed by the student in the normal pursuit of a program of study? Yes No No Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Can Accountability Report submitted to the Council? Yes No Not Applicable (there have been no graduates) How many calls to employers or graduates were attempted? Academic associate's degree program in Graphic Design: 6 Bachelor's degree program in Graphic Design-Animation: 3 Bachelor's degree program in Graphic Design-Game Art: 4 Bachelor's degree program in Graphic Design-Game Art: 4 Bachelor's degree program in Graphic Design-Game Art: 4 Bachelor's degree program in Graphic Design-Game Art: 2 Bachelor's degree program in Graphic Design-Animation: 1 Bachelor'		
(i) Out-of-class work assignments that support the learning objectives for the course \[Yes		AND REAL PROPERTY OF THE PARTY
Nes		ock-to-credit hour programs only:
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments		
No		
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Academic associate's degree program in Graphic Design: 3 Bachelor's degree program in Graphic Design-Animation: 1 Bachelor's degree program in Graphic Design-Game Art: 2 Bachelor's degree program in Graphic Design-Web Design: 2 Bachelor's degree program in Software Development-Game Software: 3 How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrept between the number of successful contacts and confirmations. Academic associate's degree program in Graphic Design: 3 Bachelor's degree program in Graphic Design-Animation: 1 Bachelor's degree program in Graphic Design-Game Art: 2 Bachelor's degree program in Graphic Design-Web Design: 2 Bachelor's degree program in Software Development-Game Software: 3 (Section 3-1-303(a)): Additionally, eight students in the various Graphic Design programs, as listed in question 3.05 have attestation file that could not be verified. The team reviewed the following file:	Y	
Bachelor's degree program in Graphic Design-Animation: 1 Bachelor's degree program in Graphic Design-Game Art: 2 Bachelor's degree program in Graphic Design-Web Design: 2 Bachelor's degree program in Software Development-Game Software: 3 How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrept between the number of successful contacts and confirmations. Academic associate's degree program in Graphic Design:3 Bachelor's degree program in Graphic Design-Animation: 1 Bachelor's degree program in Graphic Design-Game Art:2 Bachelor's degree program in Graphic Design-Web Design:2 Bachelor's degree program in Software Development-Game Software:3 (Section 3-1-303(a)): Additionally, eight students in the various Graphic Design programs, as listed in question 3.05 have attestation file that could not be verified. The team reviewed the following file:		
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Bachelor's degree program in Graphic Design-Web Design:2 Bachelor's degree program in Software Development-Game Software:3 (Section 3-1-303(a)): Additionally, eight students in the various Graphic Design programs, as listed in question 3.05 have attestation file that could not be verified. The team reviewed the following file:		
Bachelor's degree program in Software Development-Game Software:3 (Section 3-1-303(a)): Additionally, eight students in the various Graphic Design programs, as listed in question 3.05 have attestation file that could not be verified. The team reviewed the following file:		
file that could not be verified. The team reviewed the following file:		
file that could not be verified. The team reviewed the following file:		
		, as listed in question 3.05 have attestations of
(b)(6)	file that could not be verified. The team reviewed the following file:	
lavia,	(b)(6)	
	ava,	
Was documentation on file to verify graduates classified on the CAR as "not available for placement"?	A STATE OF THE PARTY OF THE PAR	

9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"

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	⊠ Yes	□ No	☐ Not Applicable	
9.21	Does the carr		e in Title IV financial aid? p to question 9.24)	
9.22			procedures (as evidenced by their academic credit analysis) support the written Department of Education for Title IV funding? Not Applicable (Clock hour programs only)	policy and definition of a credit
9.23	Is there evide ⊠ Yes	ence that out-o	f-class work or the equivalency is being evaluated? Not Applicable (Clock hour programs only)	
	The team eva		documentation of evaluation viewed on site. 's homework, which was appropriate for the subject matter and consistent witle syllabi.	the requirement, as defined on the
9.24	(a) Facilities✓ Yes	s.	ate to adequately support the number and nature of the program?	
9.25	(a) Systema	tic planning. No ined instruction No ction and use of No iate modes of	appropriately incorporated into the instructional components of the program? onal objectives. of appropriate and current learning materials. instructional delivery. assessment strategies. experiences.	
9.27			qualifications meet the minimum requirements outlined in the Accre y and experientially appropriate to the subject matter they teach and the level	
9.28	Is the size of ⊠ Yes	the faculty ap	propriate to the total student enrollment?	
9.29	Is an adequat ☑ Yes	te core of full-	and part-time faculty employed to ensure sound direction and continuity of	development for the program?
9.30	Are teaching Yes	loads reasona	ble?	
9.38			quired to complete the program at least 60 semester hours, 90 quarter hours,	or their equivalent, earned over a

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	⊠ Yes	□No	
9.39	Is there a mir	nimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area No	of concentration?
9.40	Does the curr	riculum quantitatively and qualitatively approximate the standards at other collegiate institu	tions offering the same degree?
9.41	Is enrollment ☑ Yes	t in the second academic year of the two-year program sufficient to support regularly sched No Not Applicable (no students in the second year)	uled classes?
9.42	Are the secon	nd-year courses based upon appropriate first-year prerequisites? No Not applicable	
9.43		r of hours required to complete the program at least 120 semester hours, 180 quarter hours ight semesters, 12 quarters, or the equivalent?	, or their equivalent, earned over
9,44	Is there a mir	nimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area No	of concentration?
9.45		ion offers only the last two years of the bachelor's degree program, do the catalog and all advents for admission? No Not Applicable (institution offers all four years of the degree)	ertising materials clearly describe
9.46	Does the curr ⊠ Yes	riculum quantitatively and qualitatively approximate the standards at other collegiate institu	tions offering the same degree?
9.47	work?	t in the third and fourth years of the bachelor's program sufficient to support regularly	scheduled classes and laboratory
	⊠ Yes	☐ No ☐ Not Applicable (no students in the third and fourth years)	
9.48	Are the third ☐ Yes	- and fourth-year courses based upon appropriate prerequisites? ☐ No	
GENI	ERAL COMMI	ENTS:	
		rogram was, generally, well- conceived, directed, and taught.	
сом	MENDATION	S -	
		opus with competent, caring faculty, administration and staff, all dedicated to the single goal of	of student success.
9.]	PROGRA	M EVALUATION	
1	Academic As	ssociate's Degree in Information Technology	
9.01	Is licensure, o ☐ Yes	ertification or registration required to practice in the specific career field? No (Skip to question 9.02)	
9.02	Mr. Jared Sp Information University, a certifications	ned to administer the academic program(s), and what are this person's qualifications? pencer is the program chair for the information technology programs. Mr. Spencer ho Systems from Robert Morris University, bachelor's degree in Information Systems M and an associate's degree in Accounting and business management from Jefferson Co in the following areas; A+, Network+, Linux+, Linux (LPIC-1), IBM's certifications in pSe Specialist AFS, MCSA Windows 2000 and Windows Server 2003, MCITP Enterprise Adn	lanagement from Robert Morris ommunity College. He also has cries AIX Systems Administration

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	and MCSE Windows Server 2012. In addition to his current position as program chair, Mr. Spencer had engineer with IBM since 1998,	as also been employed as a software				
9.03	Does this individual possess appropriate academic or experiential qualifications? ⊠ Yes □ No					
9.04	Is there evidence that the program administrator has sufficient authority and responsibility for the deeducational program(s)? ☑ Yes ☐ No	velopment and administration of the				
9.05	Are the time and resources devoted to the administration of the educational program(s) sufficient? ☐ Yes ☐ No					
9.06	Does the program meet the needs of its students and the requirements of the Council, as shown by standards for the following areas: (a) Student retention rate of 65% (programs > 1 year in length) OR 70% (programs ≤ 1 year in length)? Yes No Not Applicable (Additional Location Inclusion only) (b) Student placement rate of 70%? Yes No Not Applicable (Additional Location Inclusion only) If No, does the campus provide one of the following:					
	A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with or exceed Council requirements? ☐ Yes ☐ No	data, analysis and activities to meet				
9.07	List the community resources and describe how they are utilized to enrich the program(s). Students are directed to attend webinars associated with the field of study. Adobe Connect is also used to allow guest speakers to communicate with students. The program chair and faculty members are using networking to identify additional guest speakers to conduct webinars and assist student in job search techniques.					
9.08	Is the utilization of community resources sufficient to enrich the program? ☑ Yes ☐ No					
9.09	Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an o credential, or both? ☐ Yes ☐ No	ccupational objective, an academic				
9.10	Does the catalog and/or other advertising material such as brochures and web site, accurately describe th ⊠ Yes □ No	ne program and its objectives?				
9.11	For programs that include practica, externships, or internships, does the institution have a written a outlines the arrangement between the institution and the practicum site, including specific learning of evaluation criteria? Yes Not Applicable (these elements are not part of the program or no studies).	bjectives, course requirements, and				
9.12	Does the program use independent studies? ☐ Yes ☐ No (Skip to question 9.14)					
9.14	Are the curriculum and length of the program appropriate to meet the educational and placement objecti ☐ Yes ☐ No	ves of the program?				
9,15	Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and a ☑ Yes ☐ No	are they being followed?				
9.16	Is an appropriately detailed syllabus on file for each course that includes: (a) Title and course descriptions					

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	⊠ Yes □ No	
	(b) Course numbers	
	⊠ Yes □ No	
	(c) Course prerequisites and/or corequisites	
	⊠ Yes □ No	
	(d) Instructional contact hours/credits	
	Yes No	
	(e) Learning objectives	
	(f) Instructional materials and references	
	⊠ Yes □ No	
	(g) Topical outline of the course	
	⊠ Yes □ No	
	(h) Instructional methods	
	⊠ Yes □ No	
	(i) Assessment criteria	
	⊠ Yes □ No	
	(j) Method of evaluating students	
	⊠ Yes □ No	
	(k) Date the syllabus was last reviewed	
	⊠ Yes □ No	
	For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit	t hour programs only:
	(l) Out-of-class work assignments that support the learning objectives for the course	mont programs only.
	Yes No Not Applicable (Additional Location Inclusion OR clock hour progra	um)
	(m) A description of the minimum amount of time a student is expected to spend on completion of the w	
	Yes No Not Applicable (Additional Location Inclusion OR clock hour progra	
	i es inot Applicable (Additional Location inclusion Ok clock hour progra	iii)
9.17	Do students confirm that they receive a course syllabus and that it is followed?	
	⊠ Yes □ No	
9.18	Are the courses available when needed by the student in the normal pursuit of a program of study? ☑ Yes ☐ No	
20.2		January Strate Strate Land
9.19	Was the team able to verify the backup documentation to support the placement rate for the program	(s) as reported on the last Campus
	Accountability Report submitted to the Council?	
	How many calls to employers or graduates were attempted?	
	Academic associate's degree program in information technology (IT-Other) 7	
	How many calls to employers or graduates were successful?	
	Academic associate's degree program in information technology (IT-Other) 1	
	How many of the successful contacts confirmed the employment of the graduate as reported on the CA	R? Please explain any discrepancy
	between the number of successful contacts and confirmations.	the street different to have been de-
	All successful calls confirmed the employment of the graduate as reported on the 2012 - 2013 CAR,	
	All successful cans committed the employment of the graduate as reported on the 2012 2013 conti-	
9.20	Was documentation on file to verify graduates classified on the CAR as "not available for placement"?	
9.20	Yes No Not Applicable	
	Tes No No No Applicable	
0.01	Donald State of the State of th	
9.21	Does the campus participate in Title IV financial aid?	
	Yes No (Skip to question 9.24)	
A. com		and the same of the same of the same of
9.22	Does the campus' written procedures (as evidenced by their academic credit analysis) support the written	policy and definition of a credit
	hour as defined by the U.S. Department of Education for Title IV funding?	

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9,23	Is there evidence that out-of-class work or the equivalency is being evaluated? Yes No Not Applicable (Clock hour programs only)	
	If Yes, briefly describe the documentation of evaluation viewed on site. The team was provided access to the online grade book and student homework assignments. Durin verified they complete homework assignments.	ng interviews with the students, they
9.24	Are the following appropriate to adequately support the number and nature of the program? (a) Facilities. ☐ Yes ☐ No (b) Instructional equipment. ☐ Yes ☐ No	
	(c) Resources. Yes No (d) Personnel. Yes No	
9,25	Are the following elements appropriately incorporated into the instructional components of the program (a) Systematic planning. Yes No (b) Well-defined instructional objectives.	n?
	 ✓ Yes ☐ No (c) The selection and use of appropriate and current learning materials. ✓ Yes ☐ No (d) Appropriate modes of instructional delivery. ✓ Yes ☐ No (e) The use of appropriate assessment strategies. ✓ Yes ☐ No 	
	(f) The use of appropriate experiences. ☐ Yes ☐ No	
9.27	Do the faculty members' qualifications meet the minimum requirements outlined in the Acc qualifications academically and experientially appropriate to the subject matter they teach and the level X Yes X No	
9.28	Is the size of the faculty appropriate to the total student enrollment? ☑ Yes ☐ No	
9.29	Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of Yes No	of development for the program?
9.30	Are teaching loads reasonable? ☑ Yes ☐ No	
9.38	Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hour period of four semesters, six quarters, or the equivalent? ☑ Yes ☐ No	rs, or their equivalent, earned over a
9.39	Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the a ☑ Yes ☐ No	area of concentration?
9.40	Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate ins ☐ Yes ☐ No	stitutions offering the same degree?
9.41	Is enrollment in the second academic year of the two-year program sufficient to support regularly sch	neduled classes?

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VLIV.	January 1, 2014	ACICS INITIA	L, REEVALUATION, OR ADDITIONAL LOCATION INCLUSION R	REPORT Page 62 of 73
	⊠ Yes	□ No	☐ Not Applicable (no students in the second year)	
9.42	Are the seco	ond-year course	s based upon appropriate first-year prerequisites? Not applicable	
GEN	ERAL COMM	IENTS:		
	all students and greatly enhance		s are satisfied with the quality of education. The access to coming.	certifications training and instructors' expertise in the
•	DD CCD		LUATION	
	110000000000000000000000000000000000000	Charles Control of the	LUATION	
	PRO CONTRACTOR OF THE PROPERTY	_	twork Management	
- 4			stems Security mputer Forensics	
			in Information and Network Technologies	
9.01		certification or	registration required to practice in the specific career field?	
9.02	Mr. Jared 8 Information University, certifications and Certified and MCSE	Spencer is the Systems from and an associ s in the followid d Specialist AF	er the academic program(s), and what are this person's quali- program chair for the information technology programs. Robert Morris University, bachelor's degree in Inform- nte's degree in Accounting and business management fing areas; A+, Network+, Linux+, Linux (LPIC-1), IBM's ce S, MCSA Windows 2000 and Windows Server 2003, MCIT or 2012. In addition to his current position as program chair, pp.	Mr. Spencer holds a master's degree in Internation Systems Management from Robert Morrirom Jefferson Community College. He also hertifications in pSeries AIX Systems Administration IP Enterprise Administrator, Windows Server 200
9.03	Does this inc	dividual posses	appropriate academic or experiential qualifications?	
9.04	Is there evided educational years		rogram administrator has sufficient authority and responsib	pility for the development and administration of the
9.05	Are the time Yes	and resources No	levoted to the administration of the educational program(s) s	sufficient?
9.06	meet or exce (a) Student Yes (b) Student Yes	eed- the standar retention rate of No placement rate	needs of its students and the requirements of the Council, is for the following areas: f 65% (programs >1 year in length) OR 70% (programs ≤1 year in length) OR 70% (programs ≤1 year in length) OR 70% (programs ≤1 year in length) OR 70%? Not Applicable (Additional Location Inclusion only) provide one of the following:	year in length)?

The information technology - forensics program has a retention rate of 59%. The other bachelor programs that have students enrolled have met the retention rate standard.

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Students are communicat		he program(s). study. Adobe Connect is also use to allow guest speakers to using networking to identify additional guest speakers to conduct				
0.08 Is the utiliza ⊠ Yes	Is the utilization of community resources sufficient to enrich the program? ☑ Yes ☐ No					
0.09 Does the concredential, on ⊠ Yes		te subjects leading to an occupational objective, an academic				
.10 Does the cat Yes	alog and/or other advertising material such as brochures and we	eb site, accurately describe the program and its objectives?				
	arrangement between the institution and the practicum site, in riteria?	institution have a written and mutually signed agreement that including specific learning objectives, course requirements, and part of the program or no student is at the point of needing them)				
Does the pro	gram use independent studies? No (Skip to question 9.14)					
Are the curri	culum and length of the program appropriate to meet the educat No	ntional and placement objectives of the program?				
0.15 Are course p ⊠ Yes	orerequisites appropriate, are they identified in the catalog and No	on the course syllabi, and are they being followed?				
(a) Title an	☐ No prerequisites and/or corequisites ☐ No ional contact hours/credits ☐ No	ar programs or clock-to-credit hour programs only:				

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	⊠ Yes	□ No	Not Applicable (Additional Location Inclusion OR clock hour program	n)	
9.17	Do students Yes	s confirm that the	ney receive a course syllabus and that it is followed?		
9.18	Are the cou	re the courses available when needed by the student in the normal pursuit of a program of study? Yes No			
9.19			fy the backup documentation to support the placement rate for the program(smitted to the Council? Not Applicable (there have been no graduates)	s) as reported on the last Campus	
	How many	calls to employ	ers or graduates were attempted?		
	Bachelor's	degree program	in Information Technology - Forensics, Network Management, and Systems S	ecurity: 10	
			ers or graduates were successful?		
	Bachelor's	degree program	in Information Technology - Systems Security: 1		
			ul contacts confirmed the employment of the graduate as reported on the CAI	R? Please explain any discrepancy	
			cessful contacts and confirmations. ned the employment of the graduate as reported on the CAR.		
	(Section 3-1-303(a)): Additionally, 23 students in the various Information Technology programs, as listed in question 3,05 have attestations on file that could not be verified The team reviewed the following five files:				
	As ne if	eded, ensures p necessary, Coll	lowell, Information Technology Program, Job Title: Receptionist, Componsibilities: Greets patients and visitors in a prompt and helpful manner; attent information is complete and accurate; updates patient profiles and scansects co-payments and outstanding balances, manages patient monies collected essary release and HIPAA forms to patient for completion and signature.	provides instructions/directions as s required documents in Centricity	
	Br		Halle, Information Technology Program, Job Title: Shipping Receiving Clerk, mal, Responsibilities: Box up cushion cores and backs. I fill cushions and er businesses.		
			lintz, Information Technology Program, Job Title: Manager, Company: ntory, jewelry repair, jewelry sales, daily/monthly reports.	Regel Jewelry, Responsibilities:	
	 Mr. Lamart Smith, Information Technology Program, Job Title: Management, Company: UPS SCS, Responsibilities: section of the form blank. 				
			Webb, Information Technology Program, Job Title: Electrician, Company: Information Technology Program, Informatio	Kinchen Electric, Responsibilities:	
9.20	Was documentation on file to verify graduates classified on the CAR as "not available for placement"? ⊠ Yes □ No □ Not Applicable				
9.21	Does the campus participate in Title IV financial aid? ☑ Yes ☐ No (Skip to question 9.24)				
9.22			rocedures (as evidenced by their academic credit analysis) support the written of Education for Title IV funding? Not Applicable (Clock hour programs only)	policy and definition of a credit	

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9.23	Is there evide	nce that out-o	of-class work or the equivalency is being evaluated? Not Applicable (Clock hour programs only)		
	If Yes, briefly The team wa	describe the	documentation of evaluation viewed on site. nomework assignments to review. During interviews with students and factor discontinuous control of the control	culty, the team was advised of the	
9.24	Are the follow (a) Facilities Yes (b) Instruction Yes (c) Resource Yes (d) Personne Yes	s. No Onal equipme No es. No	ate to adequately support the number and nature of the program?		
9.25	(a) Systema	tic planning. No ined instructi No ction and use No iate modes of No of appropriate	onal objectives. of appropriate and current learning materials. instructional delivery. e assessment strategies.		
9.26	Are all facult ☐ Yes	y assigned to	teach in no more than three fields of instruction, with no more than five pre	parations?	
9.27			y and experientially appropriate to the subject matter they teach and the leve		
9.28	Is the size of ⊠ Yes	the faculty a	opropriate to the total student enrollment?		
9.29	Is an adequat ⊠ Yes	e core of full	- and part-time faculty employed to ensure sound direction and continuity of	f development for the program?	
9.30	Are teaching ⊠ Yes	loads reasona	ble?		
9.31	Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation)? Yes No				
9.32			teacher ratio? reacher ratio? reacher ratio is 10:1 in the occupational associate's degree program in Information ar	nd Network Technologies.	
9.33	Is the current Yes	student-teac	her ratio reasonable for the mode of delivery and course content?		

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9.34			quired to complete the occupational associate's degree at least 60 semester lent, earned over a period of four semesters, six quarters, or the equivalent?	hours, 90 quarter hours, or 1800	
9.35	Does the curr ☑ Yes	iculum quant No	itatively and qualitatively approximate the standards at other collegiate institu	utions offering the same degree?	
9.36	Is enrollment ⊠ Yes	in the second	academic year of the two-year program sufficient to support regularly sched Not Applicable (no students in the second year)	uled classes?	
9.37	Are the secon ☑ Yes	d-year cours	es based upon appropriate first-year prerequisites?		
9.38			uired to complete the program at least 60 semester hours, 90 quarter hours, ix quarters, or the equivalent?	or their equivalent, earned over a	
9.39	Is there a min	imum of 30 s	semester hours, 45 quarter hours, or their equivalent in courses within the area	a of concentration?	
9.40	Does the curr	iculum quant	itatively and qualitatively approximate the standards at other collegiate institu	utions offering the same degree?	
9.41	Is enrollment ⊠ Yes	in the second	academic year of the two-year program sufficient to support regularly sched Not Applicable (no students in the second year)	uled classes?	
9.42	Are the secon ⊠ Yes	d-year cours	es based upon appropriate first-year prerequisites? Not applicable		
9.43		per of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned or eight semesters, 12 quarters, or the equivalent?			
9.44	Is there a min ☑ Yes	imum of 60 s	semester hours, 90 quarter hours, or their equivalent in courses within the area	a of concentration?	
9.45	If the institution the requirement I Yes		the last two years of the bachelor's degree program, do the catalog and all addision? Not Applicable (institution offers all four years of the degree)	vertising materials clearly describe	
9.46	Does the curr	iculum quant	itatively and qualitatively approximate the standards at other collegiate institu	utions offering the same degree?	
9.47	work?		and fourth years of the bachelor's program sufficient to support regularly	scheduled classes and laboratory	
	⊠ Yes	□ No	☐ Not Applicable (no students in the third and fourth years)		
9.48	Are the third- ⊠ Yes	and fourth-y	ear courses based upon appropriate prerequisites?		

GENERAL COMMENTS:

Overall students and faculty members are satisfied with the quality of education. The access to certifications training and instructors' expertise in the field greatly enhance the students learning.

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NONTRADITIONAL EDUCATION

Distance Education

X Yes

- Self-Paced Instruction
- Consortium Agreements

H.01 Who is assigned to provide administration of the distance education activities at the institution, and what are this person's qualifications?
Mr. Lou Pagano, chief operating officer of Westwood College Online, administers the distance education activities. Mr. Pagano holds a bachelor's degree in Electrical Engineering from SUNY at Buffalo and a master's degree in Engineering Management from National Technology University. He has held various executive level positions throughout the past 10 years at Westwood including campus president and regional vice president. His position is 100% administrative.

Mr. Pagano is supported by Dr. Aimee Callahan, academic dean, who oversees the online curriculum in collaboration with the academic affairs curriculum design team members, program chairs, students, faculty, and academic operations managers. Dr. Callahan has a doctoral degree in Adult Learning and Postsecondary Education; two master's degrees, one in Adult Learning and Postsecondary Education and one in Communication & Journalism; and a bachelor's degree in Theatre and Dance; all of her credentials are from the University Wyoming.

	in Communication & Journalism; and a bachelor's degree in Theatre and Dance; all of her credentials are from the University Wyoming.
H.02	Does this individual possess appropriate academic or experiential qualifications? ⊠ Yes □ No
H.03	Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of this mode of delivery? ☑ Yes ☐ No
H.04	Are the time and resources devoted to the administration of distance education sufficient? ☐ Yes ☐ No
H.05	Did the institution receive approval from ACICS prior to using distance education as a mode of delivery? ☐ Yes ☐ No
H.06	Does the institution have a plan to implement distance education instruction? ☐ Yes ☐ No
	The campus offers all of its programs exclusively online. Therefore, all academic and students services are provided through an asynchronous virtual environment with adequate on-ground facilities and telecommunications to support its operations.
	The course/program content and delivery format is developed by its parent company, Alta Colleges, Inc., central administration curriculum team whose members include master's prepared personnel with over 40 years of combined experience in instructional design, including 25 years in online development. The team collaborates with subject-matter experts from each content area. Ultimately, administration and faculty, review, give feedback, and make recommendations to ensure curricula are aligned with and meeting students expectations and fulfilling its campus mission. A memorandum documents this system.
H.07	If the institution has a plan, does it include the following: (a) Rationale? Yes No (b) Resources? Yes No (c) Course/program objectives? Yes No (d) Course content? Yes No (e) Student assessment? Yes No
H.08	Does the institution integrate this plan into the Campus Effectiveness Plan?

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H.09	Is the delivery	method appropriate for stud	lents and the curriculum?			
H.10	Are admission		ducation courses/programs identified by the institution? plicable (no additional admissions requirements)			
		stated, the campus offers all or online versus on campus	l of its programs exclusively online; therefore, there are no programs.	distinctions between its admissions		
H.11	If an admissio		nistered in a manner which verifies the student's identity? plicable (no admissions test required)			
H.12	Does the inst and program?	ution make it clear in writir	ng at the time of enrollment how the student's identity wi	ill be verified throughout the course		
H.13		ution make it clear in wri	iting at the time of enrollment how the student's privac	cy will be protected in the identity		
H.14	Does the institution make it clear in writing at the time of enrollment if the student will be assessed any additional charges or fees associated with the verification of student identity? Yes No					
		how and when this informat dditional charges or fees ass	tion is disclosed. ociated with the verification of student identity.			
H.15			early and appropriately states any requirements they must missions/enrollment process?	possess or have access to in order to		
H.16	Does the insti		entation program to familiarize students with the equipment	nt and resources used in the distance		
H.17	Do syllabi ide ⊠ Yes	tify course learning objective	es and does each course learning objective support one or m	ore program learning outcomes?		
H.18	The following provides directly responses for an instructor individual or	strategies are used to facili- ives through instructor post- which they receive instructor and individual student. In ersonal response is needed- n of scheduled online course	ities for interaction between faculty and students. itate online faculty and student interaction: an "Announce tings; a threaded discussion forum in which students are refeedback; and an assignment feature with a grade book liaddition, students are encouraged to contact their instruction, and the students are encouraged to contact their instruction, and the students are encouraged to contact their instruction, and "Announce tings," and "Announce tings," and "Announce tings, a threaded discussion forum in which students are referenced to the students are	required to post statements and peer ink that provides a dialogue between uctors by email or telephone if an the course's home page. Access to		
	Are these opp ⊠ Yes	rtunities sufficient and appro	opriate?			
H.19	Students inte assignments	act with peers through the at require dialogue among	readed discussion forums that require direct responses g group members using email, telecommunications, or n each course that provides the ability to send group or in	scheduled face-to-face meetings as		

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	and observati	on of scheduled online courses and 97% of the responses to a student questionnaire given ions.	while the team was on-site verify
	Are these opp ☑ Yes	ortunities sufficient and appropriate?	
H.20		tution demonstrate that the clock or credit hours required and awarded are appropriate for tally developed rationale?	he degrees and credentials offered
H.21	Is the curricul Yes	um administered in a way that maintains security of access?	
H.22	Students are Westwood Co email. This lo College-Onlir	assigned access to MyPath through the SMART student information system. When appollege Online students they are assigned their own login information which allows them access to student is "the student who enrolled at the campus." Page 71 of the 20 ne, Volume 6, NO. 1 explicitly outlines the "Prohibited Use of Information Technology Reserview this outline during the online orientation.	cess to MyPath and their campus 114 Academic Catalog Westwood
	Is this method Yes	adequate?	
H.23	Does the insti	itution employ academically and experientially credentialed faculty to teach online courses No	?
H.24	The Blackboa is an instituti	institutions learning management system. and learning management system is utilized to deliver online courses. The campus refers to onal shell with a home page that enables students, faculty, and staff to connect to Blackbo rees, career services and other information and support through a single log in.	
H.25	Are the facult assessment?	ty properly trained to utilize the institutions learning management system for purposes of No	instruction, communication, and
H.26	Does the instruction an	itution provide an accessible and reliable learning management system and technical supp d learning?	oort to effectively facilitate online
H.27	Does the insti	tution demonstrate appropriate faculty student ratios to support:	
	✓ Yes(b) Facilitati✓ Yes	and student interaction? No on of interaction among students? No on of interaction with curriculum content? No	
H.28		nce that appropriate faculty development plans have been developed and implemented on hing online courses, including documentation to support completed activities listed on the plan. No	
H.29	Does the insti	itution have adequate financial resources to support the courses/program(s)?	

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H.30	Does the institution demonstrate that students taking online courses have access to as on ground students? ☑ Yes ☐ No	to the same or e equivalent library resources and support
H.31	How does the institution orient online students to its learning management systesupport)? Students are required to complete an online orientation prior to beginning course format accessible through MyPath. Students participate in activities which famil support access, student resource information and access, and student success less quizzes and graded assignments throughout the process. In response to a questudent respondents confirmed they had participated in the orientation. A major system. Is this orientation adequate?	work. The orientation is provided in a self-paced, online iarize them with learning platform navigation, technical ons. The virtual workshop requires students to complete tionnaire given by the team while on-site, 92% of the
	⊠ Yes □ No	
H.32	students in the follow areas: (a) Counseling? Yes	e in financial aid)
	Yes No Not Applicable (Institution enrolls only intern	ational students on a student visa)
H.33	Are the course learning objectives for online courses the same as the learning obj ☐ Yes ☐ No ☒ N/A	ectives for the same on-ground courses?
	The campus does not offer on-ground courses; therefore, there is no basis for or v	ralidity of comparison.
H.34	Does assessment and assignments demonstrate student achievement of course lea ☑ Yes ☐ No	rning objectives?
H.35	Does the institution document that it conducts the following: (a) Course/program evaluations (including assessments of educational outcomes Yes)?
H.36	Does the institution fully disclose what forms of instruction it uses in its catalog and promotional material? ☑ Yes ☐ No	g and web site and, when appropriate, in its advertising

GENERAL COMMENTS:

To obtain a robust sample of student and faculty perspectives who are engaged in an exclusively online, off-site environment students and faculty were invited via email to participate in an anonymous survey through SurveyMonkey®. Within a 24-hour period while the team was on-site, nearly 500 students and over 100 faculty members responded. Student responses to queries about orientation, reviewing syllabi and objectives, interactions

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with faculty and peers, and access to student services, resulted in a 97% positive response rating. Faculty member responses to queries about interactions with students, teaching approaches, administrative support, and use of community resources, resulted in a 98% positive response rating. Questions were objective with "yes/no" responses, and space was provided for brief comments. The data collected was deleted immediately following a review of the analyses generated by the site and the comments. The reliability of the surveys is comparable to on-site classroom visits, faculty meetings, and individual interviews. The validity of the responses is no greater than providing a sample of student and faculty perspectives about their experiences.

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SUMMARY

The institution is not in compliance with the Accreditation Criteria in the following areas:

Number	Citation	Summary Statement
1	3-1-303(a)	The school does not keep adequate records as it relates to accreditation and licensure or the CAR, specifically regarding placement classifications, attestations, and waiver verification (pages 8-11, 31-32, 37, 41, 45, 49, 53-4, 58, and 67).
2	3-1-303(e), 3-1-701, and Appendix C	The catalog does not contain an explanation of the grading system that is consistent with the one that appears on the transcript (page 11 and 22).

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RECOMMENDATIONS

The evaluation team offers the following recommendations for the institution's consideration (*These recommendations are not included in the report seen by the Council*):

Publications

 Combine multiple addenda into one document with appropriate date headings for changes, to avoid accidental exclusion of separate sections.

Library

 Renew the lapsed subscription to the EBSCO Master Search database to enhance student research resources in the undergraduate and graduate business programs.

Computer Aided Design/Architectural Drafting

Faculty suggested an interview process for students coming into the Computer Aided Design/Architectural Drafting program. This
approach does not need to be stringent, such as a portfolio requirement but more of a casual conversation an inquiry into the individual's
ideas on the industry and what is involved.



NEW GRANT

WESTWOOD COLLEGE-ONLINE

10249 Church Ranch Way Broomfield, CO 80021 ACICS ID Code: 00023709

Mr. Louis Pagano, Chief Operating Officer (b)(6) @westwood.edu)

MAIN CAMPUS Westwood College- Los Angeles Los Angeles, CA ACICS ID Code: 00011142

February 5-7, 2014

Mr. Terry Campbell	Chair and Facilities	Kaplan University Online	Okeechobee, FL
Dr. Michele Ernst	Student-Relations Specialist	Former President, Brown College	Chaska, MN
Dr. Andrea Olson	Distance Education Activities and Master in Business Administration Specialist	Executive Director of Research and Development, Program Director, Grad. Studies	Aitkin, MN
Dr. Scot Ober	Educational Activities, Library, and Business Programs Specialist	President, Words Etc. Inc.	Tucson, AZ
Ms. LaVerne Lewis	Criminal Justice and Paralegal Specialist	Mt. Hood Community College	Gresham, OR
Mr. Charles Saunders	Graphic Design and Electronics Specialist	Program Director	Owens Cross Roads, AL
Mr. Ernest Johnson	Information Technology Specialist	Kaplan University	Memphis, TN
Ms. Lori Claus	Interior Design, CAD, and Architectural Design	EDMC	Pittsburg, PA
Ms. Kristal Bushong	Medical Specialist	American National University	Salem, VA
Ms. Torri Hayslett	Staff Representative	ACICS	Washington, DC

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ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS

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PROGRAMS OFFERED BY WESTWOOD COLLEGE ONLINE BROOMFIELD, COLORADO

			Clock Hrs.	Qtr. Hrs.	Enroll: Full- time/ Part-time	CAR Retention & Placement			
	2 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4					2012		2011	
CREDENTIAL EARNED		APPROVED PROGRAM TITLE				Ret.	Pla.	Ret.	Pla
Associate of Occupational Studies	Occupational Associate	Information Technology	1265	91.5	48	N/A	N/A	N/A	N/A
Associate of Applied Science	Academic Associate	Business Administration	910	90	166	64%	100%	50%	N/A
Associate of Applied Science	Academic Associate	Computer Aided Design – Architectural Drafting	1180	90	152	54%	100%	73.4%	N/A
Associate of Applied Science	Academic Associate	Criminal Justice	905	90	122	56%	67%	56.8%	N/A
Associate of Applied Science	Academic Associate	Graphic Design	1180	90	122	57%	61%	57.8%	82.1%
Associate of Applied Science	Academic Associate	Information Technology	1225	90	84	56%	66%	62.5%	60%
Associate of Applied Science	Academic Associate	Medical Office Management	945	90	58	73%	100%	N/A	N/A
Associate of Applied Science	Academic Associate	Medical Insurance Coding and Billing	1080	90	135	71%	N/A	N/A	N/A
Associate of Applied Science	Academic Associate	Paralegal	925	90	78	53%	65%	54.4%	51.9%
Bachelor of Science	Bachelor	Business Administration: Major in Management	1820	180	93	58%	89%	52.2%	66.7%
Bachelor of Science	Bachelor	Business Administration: Major in Human Resource Management	1820	180	35	59%	N/A	81.1%	N/A
Bachelor of Science	Bachelor	Business Administration: Major in Marketing Management	1820	180	38	69%	92%	70%	100%
Bachelor of Science	Bachelor	Business Administration: Major in Project Management	1820	180	7	45%	N/A	66.7%	N/A
Bachelor of Science	Bachelor	Business Administration: Major in Accounting and Financial Management	1820	180	.8	91%	76%	70.3%	87.5%
Bachelor of Science	Bachelor	Business Administration: Major in Healthcare Management	1820	180	6	87%	53%	59.2%	75%
Bachelor of Science	Bachelor	Criminal Justice: Major in Administration	1820	180	58	73%	66%	53.7%	70%
Bachelor of Science	Bachelor	Criminal Justice: Major in Corrections	1805	180	8	31%	N/A	84.2%	N/A
Bachelor of Science	Bachelor	Criminal Justice: Major in Investigations	1820	180	22	41%	N/A	71.7%	N/A
Bachelor of Science	Bachelor	Graphic Design: Major in Animation	2330	180	3	72%	33%	70.1%	51.6%
Bachelor of Science	Bachelor	Graphic Design: Major in Game Art	2325	180	- 20	88%	25%	71.7%	31.5%

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Bachelor of Science	Bachelor	Graphic Design: Major in Visual Communications	2305	180	42	74%	62%	68.8%	80.8%
Bachelor of Science	Bachelor	Interior Design	2330	180	6	83%	42%	60.7%	56.3%
Bachelor of Science	Bachelor	Graphic Design: Major in Web Design	2305	180	39	72%	62%	67.9%	81.3%
Bachelor of Science	Bachelor	Business Administration: Major in Fashion Merchandising	1995	195	n	81%	88%	73.3%	93.3%
Bachelor of Science	Bachelor	Information Technology: Major in Network Management	2350	180	37	77%	85%	60.3%	66.7%
Bachelor of Science	Bachelor	Information Technology: Major in Systems Security	2350	180	26	83%	81%	65.7%	89.3%
Bachelor of Science	Bachelor	Information & Network Technology: Major in Computer Forensics	2305	180	17	59%	100%	90%	N/A
Bachelor of Science	Bachelor	Software Development: Major in Game Software Development	2145	180	152	52%	43%	56.8%	51.5%
Master of Business Administration	Master	Master of Business Administration	540	54	69	80%	88%	79.7%	70.2%
Bachelor of Arts +++	Bachelor of Arts	Management	1995	195	T.				
Bachelor of Science+++	Bachelor of Science	Computer Network Management	2360	187	1				
Bachelor of Science+++	Bachelor of Science	Criminal Justice	1995	197,5	2				
Bachelor of Science+++	Bachelor of Science	Game Art	2605	199.5	2				1=1
Bachelor of Science+++	Bachelor of Science	Information Systems Security	2380	187	(P)				1 = 1
Bachelor of Science+++	Bachelor of Science	Game Software	2385	196	- 1				
Bachelor of Science+++	Bachelor of Science	Visual Communications	2640	200.5	Ī				
Non-degree++++	Non-degree				3				

TOTAL ENROLLMENT 1662

Notes: Typed in bold are any retention rates below 65% (programs >1 year in length) or 70% (programs =<1 in length) and any placement rates below 70%.

+++ Classes in teach out mode with last class completion, October 2014

++++ Non-degree, student is just taking a class without a major

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INTRODUCTION

Westwood College-Online is one of sixteen campuses located in Colorado, Illinois, Georgia, and Virginia. Westwood College is a wholly-owned entity of Wesgray Corporation which is wholly-owned subsidiary of Westwood College, Inc.

The Westwood College Online campus was approved in August 2008 as an additional location of Westwood College Online, Los Angeles, California and the first term was in May 2009. The Online campus offers its courses and programs from Broomfield, Colorado. This campus is located in a business district.

Based on the most recent data available, the Campus Effectiveness Plan reports the student population is 53% female and 47% male; and the average age is 33.34 years. Of those reporting it on the survey form provided when the most recent data was collected, the ethnicity of the student population was 21% African American, 46% Caucasian, 3% Hispanic, 1% Native American, 2% Asian/Pacific Islands, and 27% of the students not reporting their ethnicity.

It is important to note that all Westwood College campuses converted to a curriculum called the Career Advantage Program (CAP) in 2012. All programs were reviewed by system curriculum committees and modified to be more efficiently delivered. A major change resulting from the implementation of the CAP curriculum is that most courses were granting 3.5 quarter credits to 4.5 quarter credits. The CAP curriculum model is an effort to ensure Westwood College is offering the most updated programs as possible to better prepare their graduates for employment. In addition, this model closely resembles the standard semester credit model and allows for the possibility of easier transferability to institutions external to Westwood College. Due to this revision the following bachelor programs are in teach out mode with expected close out October 2014. There are 7 bachelor's degree programs; Management (1 student), Computer Network Management (1 student), Criminal Justice (2 students), Game Art (2 students), Information Systems Security (1 student), Software Development (1 student), and Visual Communications (1 student).

1. MISSION

1.01	Give the page number in the campus catalog on which the mission statement can be found.
	The Westwood College-Online mission statement is located on page 8 in the 2014 Academic Catalog, Westwood College-Online.
1.02	Does the campus have an appropriate mission statement with a set of supporting objectives? ✓ Yes ✓ No
1.03	Are the objectives devoted substantially to career-related education? ☑ Yes ☐ No
1.04	Are the objectives reasonable for the following? (a) The programs of instruction Yes No (b) The modes of delivery. Yes No (c) The facilities of the campus. Yes No
1.05	Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public? Yes \sum No
1.06	Is the campus committed to successful implementation of its mission? ☑ Yes ☐ No
1.07	Does the campus have a current Campus Effectiveness Plan (CEP)? ☑ Yes ☐ No
1.08	If the campus is an additional location, does the additional location have its own CEP, separate from the main campus IEP? Yes No No Not Applicable

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1.09	(a) The char	describe the following? cteristics of the programs No cteristics of the student po No of data that will be used for No coals to improve the educat No outcomes of the plans.	pulation. or assessment.	
1.10	(a) Student (a) Yes (b) Student (b) Yes (c) Level of (d) Level of (d) Yes	☐ No lacement. ☐ No ☐ Not A graduate satisfaction. ☐ No ☐ Not A employer satisfaction.	Applicable (new additional location only) Applicable (new additional location only) Applicable (new additional location only)	
1.1.1	The data use skill sets and	to demonstrate learning of knowledge. This data co	ed by the campus and how these outcomes are being assessed outcomes in the educational programs includes data that sup onsists of retention and placement rates, student and gradud instructor classroom observations.	ports the acquisition of appropriate
1.12	 (a) The base ⋈ Yes (b) The data ⋈ Yes (c) How the ⋈ Yes 	used by the campus to asset No Not A lata was collected. No Not A sis and summary of the	Applicable	e used to improve the educational
1.13	Has the camp	us published annual place Reports and that demons	ment and retention goals in its CEP that take into account i trate its ability to maintain or improve retention and placement Applicable (new additional location or initial applicant only)	
1.14	Has the camp ✓ Yes		ities that will be undertaken to meet placement and retention (Applicable (new additional location only)	goals?
1.15	Return West The ider	ntion wood College Online esta campus streamlined the ification of at-risk students campus will look at impro-	blished a retention rate goal of 70% for 2014, communication process between instructors and academic s. ving inside coaching to assist students.	

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	• Program	chairs	also	embedded	video	announcements	introducing	themselves	to th	eir prograr	m students
	Placement										
	and the second second second	valuating	proces	ss of employ	ment rate	es and other emplo	vment data.				
	The Career	r Service	s Tea		with the	academic dean,		chairs to revie	ew Progr	am Advisor	y Committe
						room meeting with	students. This	will provide	students	with informa	ation and tip
	for students	A SECTION OF STREET	O.A. COLUMN	A.A.C.Sections							
	200					cess and graduatio	THE REAL PROPERTY AND ADDRESS OF THE PARTY OF THE		*******	and a	
						g the performance ars in areas of care		dliness in the	classrooi	ms_	
	• Career serv	vices sen	courcs	guest speake	a webiii	ars in areas of care	er interest.				
1.16	Does the campus have (a) That the CEP have Yes No. (b) That specific ac	as been it Vo	mplem	ented.		-3-1					
	Yes \(\square\) N		sted ii	i the plan hay	e been c	ompieted.					
	(c) That periodic pr		eports	have been co	mpleted						
	⊠ Yes □ N	No									
1.17	Who is responsible to describe the commit		menti	ng and monit	oring the	e CEP? Describe th	nis individual's	s qualification	s. If a co	mmittee is u	tilized pleas
	the campus effective onsite administrator operations managers 2010. He holds a ba master's degree in E over twenty years of	r, directo s. Mr. Pa ichelor's Engineeri	or of s gano l degree ng Ma	student servi began his We e in Electrica magement from	ces, vice stwood I Engine	e president admission. College career in 2 pering from the University	sions, academ 2001. He becan iversity at Bu	ic dean, direct me the online offalo, The Sta	ctor of a chief op ite Unive	marketing, a erating office ersity of Nev	nd academi er Septembe v York and
1.18	Does the campus have ✓ Yes N	ve docum No				EP is evaluated at additional location					
CEN	ERAL COMMENTS:										
	CEP provided to the tear		Counc	il expectation	s for CI	P content.					
	4.000.00.00.00.00.00.00.00.00.00.00.00.0		a canada								
2.	ORGANIZAT	LION									
2.01	Is the following info	rmation	regard	ing the camp	us appro	priately stated in t	he catalog?				
	(a) Governance, con	ntrol, and									
	⊠ Yes □ N			11 000							
	(b) Names of the tru		rector	s, and/or offi	cers.						
	(c) Names of the ad		tors								
	⊠ Yes □ N										
2.02	Secretary and the										
2.02	Does the campus: (a) Adequately train	n its emn	lovees	.7							
	Yes \(\subseteq N		loyees								
	(b) Provide them w		ant an	d proper supe	ervision?	d					
	⊠ Yes □ N										
	(c) Evaluate their w										
	⊠ Yes □ N	NO									
2.03	Is the administration	of the or	ampira	officient and	offortin	02					

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	⊠ Yes	□ No		
2.04	(a) Clearly (inderstand their No e person to who No	ritten documentation to show that faculty and staff members: duties and responsibilities? m they report? s by which the success of their work is measured?	
2.05	Does the adn ⊠ Yes	ninistration mair	ntain documentation of the evaluation of the faculty and staff?	
2.06	Has the camp	ous adopted a po	licy on academic freedom that has been communicated to the faculty?	
2.07	Does the can	npus have an app	propriate grievance policy for faculty and staff?	
2.08	Does the car address of A		the student handbook contain an appropriate grievance policy for stud	ents that includes the name and
2,09	Mr. Louis Pa career in 200 from the Un	igano is respons 11. He became i iversity at Buffa	nancial oversight of the campus, and what are this person's qualifications lible for financial oversight of the campus. As previously stated, Mr. Paga the online chief operating officer September 2010. He holds a bachelor's alo, The State University of New York and a master's degree in Engineer Collins, Colorado. He brings to the campus over twenty years of management Collins, Colorado.	ano began his Westwood College degree in Electrical Engineering ering Management from National
GEN		the class delive	ry system is online format, interviews with faculty and students promotes nts, staff, and faculty.	s a spirit of cooperation and open
3.	ADMINI	STRATI	ON	
3.01			ief on-site administrator(s) or the self-study coordinator for the campus attended final submission of the self-study?	ended an accreditation workshop
3.02	Are all staff v ✓ Yes	well trained to c	arry out administrative functions?	
3.03	Mr. Ralph F holds a back	reye is the onsi telor's degree i	ttor, and what are this person's qualifications? te administrator and vice president of student services. He began his We n Accounting from Ferris State University, Big Rapids, Michigan and University, Chicago, Illinois. He brings to the campus over eighteen years	l a master's degree in Business
3.04	Does the can	npus list degrees	of staff members in the catalog?	
	If <i>Yes,</i> is app ⊠ Yes	ropriate evidenc	e of the degrees on file?	
3.05		ence that the can l aid activities.	npus keeps adequate records to support the following administrative operation Not Applicable (campus does not participate in financial aid)	ions?

BAFM – Other

BAMGMT -Other

				0.00		USION REPORT			Page 8 of 73
(b) Admissi	ione								
X Yes	□ No								
(c) Curricul									
Yes Yes	□ No								
		LTLLD							
	tation and licen	sure.							
Yes	⊠ No								
(e) Guidanc									
⊠ Yes	☐ No								
	onal resources.								
⊠ Yes	☐ No								
(g) Supplies	s and equipmen	t.							
⊠ Yes	□ No								
(h) The scho									
⊠ Yes	☐ No								
(i) Faculty:									
⊠ Yes	□ No								
	activities.								
⊠ Yes	☐ No								
(k) Student									
⊠ Yes	☐ No								
various prog being placed new position	lacement, attes grams. After sail in a position n; completed to	stations, and w mpling 17 grad were able to be the credential	aiver verific luate files for enefit from the for possible	r attestation he skills a future pr	low is a list cons, the team and knowledge comotion; imp	of graduates the could not deter e learned in the proved job-rela	nt have signine if and program ted skills	gned attesta y of the gra ; needed the ; or comple	tions for place aduates who a ceredential to ted the crede
regarding, p. various prog being placed new position professional	lacement, attes grams. After sail in a position n; completed to	stations, and w mpling 17 grad were able to be the credential Therefore, th	aiver verific luate files for enefit from the for possible	r attestation he skills a future pr	low is a list cons, the team and knowledge comotion; imp	of graduates the could not deter e learned in the	nt have signine if and program ted skills	gned attesta y of the gra ; needed the ; or comple	tions for place aduates who a ceredential to ted the crede
regarding, p various prog being placed new position professional appropriately	lacement, attes grams. After sa l in a position n; completed development.	stations, and w mpling 17 grad were able to be the credential Therefore, th	aiver verific luate files for enefit from the for possible	r attestation he skills a future pr	low is a list cons, the team and knowledge comotion; imp	of graduates the could not deter e learned in the proved job-rela	nt have signine if and program ted skills	gned attesta y of the gra ; needed the ; or comple	tions for place aduates who a ceredential to ted the crede
regarding, p. various prog being placed new position professional	lacement, attes grams. After sa l in a position n; completed development.	stations, and w mpling 17 grad were able to be the credential Therefore, th	aiver verific luate files for enefit from the for possible	r attestation he skills a future pr	low is a list cons, the team and knowledge comotion; imp	of graduates the could not deter e learned in the proved job-rela	nt have signine if and program ted skills	gned attesta y of the gra ; needed the ; or comple	tions for place aduates who a ceredential to ted the crede
regarding, p various prog being placed new position professional appropriately	lacement, attes grams. After sa l in a position n; completed development.	stations, and w mpling 17 grad were able to be the credential Therefore, th	aiver verific luate files for enefit from the for possible	r attestation he skills a future pr	low is a list cons, the team and knowledge comotion; imp	of graduates the could not deter e learned in the proved job-rela	nt have signine if and program ted skills	gned attesta y of the gra ; needed the ; or comple	tions for place aduates who a ceredential to ted the crede
regarding, p various prog being placed new position professional appropriately	lacement, attes grams. After sa l in a position n; completed development.	stations, and w mpling 17 grad were able to be the credential Therefore, th	aiver verific luate files for enefit from the for possible	r attestation he skills a future pr	low is a list cons, the team and knowledge comotion; imp	of graduates the could not deter e learned in the proved job-rela	nt have signine if and program ted skills	gned attesta y of the gra ; needed the ; or comple	tions for place aduates who a ceredential to ted the crede
regarding, p various prog being placed new position professional appropriately	lacement, attes grams. After sa l in a position n; completed development.	stations, and w mpling 17 grad were able to be the credential Therefore, th	aiver verific luate files for enefit from the for possible	r attestation he skills a future pr	low is a list cons, the team and knowledge comotion; imp	of graduates the could not deter e learned in the proved job-rela	nt have signine if and program ted skills	gned attesta y of the gra ; needed the ; or comple	tions for place aduates who a ceredential to ted the crede
regarding, p various prog being placed new position professional appropriately	lacement, attes grams. After sa l in a position n; completed development.	stations, and w mpling 17 grad were able to be the credential Therefore, th	aiver verific luate files for enefit from the for possible	r attestation he skills a future pr	low is a list cons, the team and knowledge comotion; imp	of graduates the could not deter e learned in the proved job-rela	nt have signine if and program ted skills	gned attesta y of the gra ; needed the ; or comple	tions for place aduates who a ceredential to ted the crede
regarding, p various prog being placed new position professional appropriately	lacement, attes grams. After sa l in a position n; completed development.	stations, and w mpling 17 grad were able to be the credential Therefore, th	aiver verific luate files for enefit from the for possible	r attestation he skills a future pr	low is a list cons, the team and knowledge comotion; imp	of graduates the could not deter e learned in the proved job-rela	nt have signine if and program ted skills	gned attesta y of the gra ; needed the ; or comple	tions for place aduates who a ceredential to ted the crede
regarding, p various prog being placed new position professional appropriately	lacement, attes grams. After sa l in a position n; completed development.	stations, and w mpling 17 grad were able to be the credential Therefore, th	aiver verific luate files for enefit from the for possible	r attestation he skills a future pr	low is a list cons, the team and knowledge comotion; imp	of graduates the could not deter e learned in the proved job-rela	nt have signine if and program ted skills	gned attesta y of the gra ; needed the ; or comple	tions for place aduates who a ceredential to ted the crede
regarding, p various prog being placed new position professional appropriately (b)(6)	lacement, attes grams. After sa I in a position n; completed development, y. For example	stations, and w mpling 17 grad were able to be the credential Therefore, th	aiver verific luate files for enefit from the for possible team can	ation. Be r attestation the skills a future prinot verif	low is a list of ons, the team and knowledge romotion; imp y that the str	of graduates the could not deter e learned in the proved job-rela udents placed	nt have signine if and program ted skills	gned attesta y of the gra ; needed the ; or comple	tions for place aduates who a ceredential to ted the crede
regarding, p various prog being placed new position professional appropriately (b)(6)	lacement, attes grams. After sa I in a position n; completed development, y. For example	stations, and with mpling 17 gradients were able to be the credential. Therefore, the	aiver verific luate files for enefit from the for possible the team can were placed	ation. Be r attestation. Be r attestation. Be skills a future proportion of verify as a result	low is a list of ons, the team and knowledge romotion; imp y that the str	of graduates the could not deter e learned in the proved job-rela udents placed	at have sigmine if an error program ted skills as result	gned attesta y of the gra ; needed the ; or comple	tions for place aduates who a ceredential to ted the crede
regarding, p various prog being placed new position professional appropriately (b)(6)	lacement, attes grams. After sa I in a position n; completed development, y. For example	stations, and with mpling 17 gradients were able to be the credential. Therefore, the	aiver verific luate files for enefit from the for possible team can	ation. Be r attestation he skills a future prinot verif	low is a list cons, the team and knowledge romotion; imply that the street tof an attestat	of graduates the could not deter e learned in the proved job-rela udents placed	at have sigmine if an er program ted skills as result	gned attesta y of the gra ; needed the ; or comple of an atte	tions for place aduates who a ceredential to ted the crede
regarding, p various prog being placed new position professional appropriately (b)(6)	lacement, attes grams. After sa I in a position n; completed development, y. For example	stations, and with mpling 17 gradients were able to be the credential. Therefore, the	aiver verific luate files for enefit from the for possible the team can were placed	ation. Be r attestation he skills a future proportion of verification as a resultance of Dev or Degree	low is a list cons, the team and knowledge romotion; imply that the street tof an attestat	of graduates the could not deter e learned in the proved job-rela udents placed	at have sigmine if an er program ted skills as result	gned attesta y of the gra ; needed the ; or comple of an atte	tions for place aduates who a ceredential to ted the crede
regarding, p various prog being placed new position professional appropriately (b)(6) The following Program AN – Other	lacement, attes grams. After sa d in a position n; completed development, y. For example	stations, and with mpling 17 gradients were able to be the credential. Therefore, the	aiver verific luate files for enefit from the for possible the team can were placed	ation. Be r attestation at the skills a future properties of the skills are s	low is a list of ons, the team and knowledge romotion; imply that the street of an attestate	of graduates the could not deter e learned in the proved job-rela udents placed	at have sigmine if an er program ted skills as result	gned attesta y of the gra ; needed the ; or comple of an atte Date of Hire	tions for place aduates who a ceredential to ted the crede
regarding, p various prog being placed new position professional appropriately (b)(6) The following Program AN – Other AN – Other	lacement, attes grams. After sa d in a position n; completed development, y. For example	stations, and with mpling 17 gradients were able to be the credential. Therefore, the	aiver verific luate files for enefit from the for possible the team can were placed	ation. Be r attestation at the skills a future properties of the skills are sufficient to the skills ar	low is a list of ons, the team and knowledge romotion; imply that the street of an attestate	of graduates the could not deter e learned in the proved job-rela udents placed	at have sigmine if an er program ted skills as result	pned attesta y of the gra ; needed the ; or comple of an atte Date of Hire 02/01/2011	tions for place aduates who a ceredential to ted the crede
regarding, p various prog being placed new position professional appropriately (b)(6) The following Program AN – Other	lacement, attes grams. After sa d in a position n; completed development, y. For example	stations, and with mpling 17 gradients were able to be the credential. Therefore, the	aiver verific luate files for enefit from the for possible the team can were placed	ation. Be r attestation at the skills a future properties of the skills are s	low is a list of ons, the team and knowledge romotion; imply that the street of an attestate	of graduates the could not deter e learned in the proved job-rela udents placed	at have sigmine if an er program ted skills as result	gned attesta y of the gra ; needed the ; or comple of an atte Date of Hire	tions for place aduates who a ceredential to ted the crede
regarding, p various prog being placed new position professional appropriately (b)(6) The following Program AN – Other AN – Other	lacement, attes grams. After sa d in a position n; completed development, y. For example	stations, and with mpling 17 gradients were able to be the credential. Therefore, the	aiver verific luate files for enefit from the for possible the team can were placed	ation. Be r attestation at the skills a future properties of the skills are sufficient to the skills ar	low is a list of ons, the team and knowledge romotion; imply that the street of an attestate	of graduates the could not deter e learned in the proved job-rela udents placed	at have sigmine if an er program ted skills as result	pned attesta y of the gra ; needed the ; or comple of an atte Date of Hire 02/01/2011	tions for place aduates who a ceredential to ted the crede
regarding, p various prog being placed new position professional appropriately (b)(6) The following Program AN – Other AN – Other AN – Other	lacement, attes grams. After sa d in a position n; completed development, y. For example	stations, and with mpling 17 gradients were able to be the credential. Therefore, the	aiver verific luate files for enefit from the for possible the team can were placed	ation. Be r attestation at the skills a future properties of the skills are sufficient to the skills ar	low is a list of ons, the team and knowledge romotion; imply that the street of an attestate	of graduates the could not deter e learned in the proved job-rela udents placed	at have sigmine if an er program ted skills as result	gned attesta y of the gra ; needed the ; or comple of an atte Date of Hire 02/01/2011 06/13/2013	tions for place aduates who a ceredential to ted the crede

05/10/2010

09/01/2011

BAMGMT - (b)(6)	* (b)(6)	07/07/2003
Other BAMGMT - Other	*	01/01/2005
BAMGMT – Other		08/26/2013
BAMM – Other		06/28/2012
GA - Other	•	06/18/2012
GA - Other	*	12/02/2012
GA - Other	*	02/01/2013
GA - Other	*:	11/01/2009
GA - Other	*	01/31/2011
GA - Other	*	05/15/2013
GA - Other		01/28/2013
GA - Other	*	02/14/2003
GA – Other	*	02/01/2013
GDMM – Other		11/01/2010
GDMM – Other	*	01/26/2008
GDMM – Other	*	01/01/1991
GDMM - Other	*	10/01/2011
GDMM — Other	*	07/25/2011
GDMM – Other	-÷	08/01/2010
GSD - Other	*	07/22/2013
GSD - Other		08/01/2013
GSD - Other	*	04/01/2013
MBA - Other		04/19/2013
MBA - Other	3	02/04/2013
MBA - Other		06/01/2013
MBA - Other		01/28/2008
MBA - Other	*	10/08/2013
MBA - Other	*	07/01/2011
VC - Other	*	11/30/2011
VC - Other	*	04/01/2011
VC - Other	* -	10/27/2011
VC - Other	*	10/01/2012
WD - Other		07/23/2007
WD - Other		10/11/1993
WD - Other		01/03/2013

WD - Other (b)(6)	* (b)(6)	09/24/2011
CADARCDE	*	10/01/2007
- Other CADARCDF		01/01/2001
- Other CADARCDF		03/01/2012
- Other		W. C.
ID – Other	•	06/22/2013
ID – Other	*	07/01/2007
ID - Other	*	04/25/1999
CJ – Other		03/06/2006
CJ – Other		01/04/2011
CJ - Other	w -	09/22/2010
CJ - Other	*	02/01/2013
CJ - Other	*	01/01/2013
CJ - Other	*	06/30/2012
100		
CJ - Other	*	09/01/2011
CJA - Other	•	10/24/2012
CJA - Other		08/01/2010
CJA - Other	*	06/19/2012
CJA - Other		03/22/2013
PL - Other	*	11/26/2012
PL - Other		11/02/2011
PL - Other	*	06/19/2013
PL - Other	*	06/17/2011
IT - Other		05/01/2011
IT - Other	- E	09/11/2013
IT – Other		07/10/2000
IT – Other	*	04/29/2011
IT – Other		09/26/2006
20.00		Valeureduu
IT - Other		10/21/2011
IT - Other		10/20/2012
IT - Other	*	09/09/2013
IT - Other	1-2	02/01/2011

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	IT – Other (b)(6)	* (b)(6)	01/01/1999
	ITCN - Other	*	03/06/2012
	ITCN - Other	*	03/15/2012
	ITCN - Other	*	11/21/1999
	ITCN - Other		12/17/2010
	ITCN - Other	*-	03/12/2010
	ITCN - Other	*	06/23/2009
	ITSS - Other	*	05/13/1996
	ITSS - Other	*	01/02/2001
	ITSS - Other	*-	01/23/2012
	ITSS - Other	**	12/05/1994
	ITSS - Other	*	07/10/2012
	ITSS - Other		09/01/2009
3,11	☐ Yes ☐ No (Skip to Quest) Do student files contain evidence of g ☐ Yes ☐ No	raduation from high school or the equivalent?	
3.12	Are appropriate transcripts maintained ☑ Yes ☐ No	I for all students?	
3.12	⊠ Yes □ No		rading system that appears in the campus catalog?
		on the transcript, and is it consistent with the gr	rading system that appears in the campus catalog? Indicate the catalog is not consistent with that appearing in the catalog.
	 ✓ Yes	on the transcript, and is it consistent with the gr	
3.13	 ✓ Yes	on the transcript, and is it consistent with the greatern is not fully explained on the transcript at eft, fire, water damage, or other possible loss?	

4. RELATIONS WITH STUDENTS

4.01 How many student files were reviewed during the evaluation?

The team reviewed a total of 62 student files, including: 10 currently active students, 19 current students from the CAR, 8 drops from the CAR, 10 graduates from the CAR, 2 new students from the CAR, 3 re-enters from the CAR and 10 students not making SAP.

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4.02	Does the car	npus ensure that its student relations reflect high ethical standards?	
****	⊠ Yes	□No	
4.03	Does the can ⊠ Yes	npus have appropriate admissions criteria?	
4.04	Does the can	pus contract with third parties for admissions and recruiting purposes? ☑ No	
4.05		ence to document that admissions criteria are applied consistently to all students admitteria (e.g., that students admitted into specific programs for the same start date are admitted	
4.06	Does the adn ☑ Yes	uissions policy conform to the campus's mission?	
4.07	Is the admiss ☑ Yes	ions policy publicly stated?	
4.08	Is the admiss Yes	ions policy administered as written?	
4.09	(a) Clearly ofX Yes(b) OutlinesX Yes	apus use an enrollment agreement for each enrolled student that : outlines the financial obligations of both the institution and the student? \[\sum No \] all program related tuition and fees? \[\sum No \] gnature of the student and the appropriate school representative? \[\sum No \]	
	Is there evide	ence that a copy of the agreement has been provided to the student?	
4.10	Ms. Kimberl Beckman has in Business A	nsible for the oversight of student recruitment at the campus and what are this person's quality Beckman, senior vice-president of admissions, is responsible for the oversight of students a bachelor's degree in Business Administration and Spanish from Coe College, Cedar Radministration from the University of Colorado-Colorado Springs. She has been working at and in her current role since 2011.	nt recruitment at the campus. Ms. apids, lowa and a master's degree
4.11	campus? The team in	eam able to verify that the recruiting process for new students is ethical and compatible with a students in terviewed two admissions representatives and the vice-president of admissions as a verify the recruiting process for new students is ethical and compatible.	
4.12		□ No □ No	nation regarding the following?

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4.13		npus use prospective student names obtained as a result of a survey, canvass, or promise of fu as a result of other marketing activity?	tture employment or income while
4.14	Does the state ☐ Yes	e in which the campus operates require representatives to be licensed or registered? ☑ No	
4.15	Are the titles ⊠ Yes	of recruitment and enrollment personnel appropriate?	
4.16	Does someon and disburser Yes	ne other than recruitment and enrollment personnel make final decisions regarding financial ainent? No Not Applicable (campus does not participate in financial aid)	d eligibility, packaging, awarding,
4.17	Are all recrui	ters supervised by the campus to ensure that their activities are in compliance with all applica No	ble standards?
4,18	Does the cam	pus have written policies and procedures for evaluating and accepting transfer of credit?	
4.19	Is there evide ⊠ Yes	nce that the campus properly awards transfer of credit?	
4.20	Does the cam	pus publicize its transfer credit policies, including policies related to accepting transfer credit	from another campus?
4.21	Has the camp ⊠ Yes	ous established articulation agreements with other institutions? No(Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs)	
	If Yes, has the ⊠ Yes	e campus published a list of institutions with which it has established the agreements?	
4.22	Does the car programs tha Yes	mpus provide documented notification to students of the articulation agreements and the tare offered? No	e transferability of credits in the
4.23	Is the maxin master's degr	num permissible number of transfer credits into the program limited to one-half or feweree?	er of the credits required for the
4.24	Is the standar ☑ Yes	ds of satisfactory academic progress policy published in the catalog? ☐ No	
		he page number(s) where the standards of satisfactory academic progress policy is published? s of statisfactory academic progress can be found in the addendum to the academic catalog	
4,25	(a) A definit	dards of satisfactory academic progress (SAP) policy published in the catalog contain the foll tion of the maximum time frame allowed for students to complete a program as 1.5 times the No ule that designates the minimum percentage of work that a student must successfully comput to complete the program within the maximum time frame.	ne normal program length.
	(c) Procedur ⊠ Yes	res for re-establishing satisfactory academic progress. No	

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ACICS INITIAL, REEVALUATION, OR ADDITIONAL LOCATION INCLUSION REPORT Page 14 of 73 (d) A definition of the effects of the following on the CGPA and successful course-completion percentage: Withdrawals. X Yes Incomplete grades. X Yes No Repeated courses. ☐ No X Yes Non-punitive grades. ■ Not Applicable (campus does not offer) X Yes No Non-credit or remedial courses. Yes No Not Applicable (campus does not offer) A warning status. X Yes No Not Applicable (campus does not use) A probationary period ☐ No X Yes An appeal process. X Yes ☐ No An extended-enrollment status. Yes ☐ No Not Applicable (campus does not offer) The effect when a student changes programs. X Yes ☐ No Not Applicable (campus only offers one program of study The effect when a student seeks to earn an additional credential. ☐ No X Yes Not Applicable (campus only offers one credential) The implications of transfer credit. X Yes No Does the campus apply its SAP standards consistently to all students? 4.26 X Yes 4.27 Are students who are not making satisfactory academic progress properly notified? Not Applicable (no students are in violation of SAP) Is SAP evaluated at the end of each academic year or at 50% of the normal program length if the program is one academic year in length or 4.28 shorter? X Yes ☐ No 4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent? □ No X Yes ☐ Not Applicable (all programs are one year or less) 4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed? X Yes Not Applicable (all programs are less than two years) Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment? 4.31 X Yes No 4.32 Are students allowed to remain on financial aid while under warning status? Not Applicable (campus does not participate in financial aid) If Yes, is the student informed of this policy? X Yes No 4.33 Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated and considered to be making satisfactory academic progress? X Yes ☐ No

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4.34	Are students circumstance		ced in an extended-enrollment status denied eligibility for federal finance	cial aid (unless there are mitigating
	Yes	□ No	Not Applicable (campus does not have extended enrollment and/or	does not participate in financial aid)
4.35	Do credits att ☐ Yes	tempted during	g the extended-enrollment status count toward the 1.5 times of normal progra Not Applicable (campus does not have extended enrollment)	im length?
4.36		who have ex nancial obligat	ceeded one and one-half times the standard time frame and were awardstions waived? Not Applicable (there is no such student)	ed the original credential, were any
4.37	Are students Yes	required to ha	ve a minimum CGPA of 2.0 or its equivalent upon graduation from all progr	ams?
4.38	Mr. Fletcher degree in C	Brown, regis	administration of satisfactory academic progress, and what are this person's otrar, is responsible for the administration of satisfactory academic progressing, a bachelor's degree in Computer Network Management at Westwood College. He has been working in academic registration since	ess. Mr. Fletcher has an associate's id a master's degree in Business
4.39	Does the cam	npus encourage	e and assist students who are experiencing difficulty in progressing satisfactor	rily in their programs?
4.40	(a) Schola (b) Grants (c) Loans.	rships.	ny of the following? (Mark all that apply.) t offer scholarships, grants, and/or loans. (Skip to Question 4.42.)	
	If Yes for any ⊠ Yes	item, does the	e campus properly identify all scholarship, grant, and loan programs?	
4.41	Does the can its catalog? Yes	npus fully disc	lose the terms, conditions, and application procedures regarding campus los	in, scholarship and grant programs in
4.42	Are all simila ☑ Yes	arly circumstar	nced students who enrolled at the same time and in the same programs charge	ed the same tuition and fees?
4.43	Are tuition ar ⊠ Yes	nd fees clearly	stated in the catalog?	
	If Yes, have s ☑ Yes	students confi	rmed receiving a copy of the catalog? Not Applicable	
4.44	(a) Charges ⊠ Yes	No r the posting o No No No narges.	students clearly show the following? of tuition.	

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	Yes (f) Dates of Yes (g) The bala Yes	□ No payment. □ No nee after each transaction. □ No	
4.45	Is the effectiv	re date listed on announcements of changes in tuition and fees? No Not Applicable (campus has not changed tuition or fees)	
4.46	Is the campus ⊠ Yes	s' refund policy published in the catalog?	
4.47	Is the refund ☑ Yes	policy fair, equitable, and applicable to all students?	
4.48	Is the campus ⊠ Yes	s following its stated refund policy?	
4,49	Does the cam	pus participate in Title IV financial aid? No (Skip to question 4.57)	
4.50	Mr. Adam W Whitacre has	nsible on-site for administering student financial aid, and what are this person's qualification hitacre, director of student finance/student finance supervisor, is the on-site administrator a bachelor's degree in Communication from the University of Colorado and has been which are in his current position.	responsible for financial aid. Mr.
4.51	Is the person ⊠ Yes	who determines the amount of student awards <i>not</i> also responsible for disbursing those aw No	rards?
4.52	Are final stud	lent financial aid award determinations made by administrative individuals who are <i>not</i> respo	nsible for recruitment?
4.53	Is the financi changes in the Yes	ial aid administrator a member of a state, regional, or national financial aid association are field?	and up to date on procedures and
4.54	in professiona Mr. Whitaere regular updat	the financial aid office stays current with regulation and policy changes in financial aid (in all organizations held by this individual). It is a member of the National Association of Student Financial Aid Administrators (Notes from NASFAA regarding changes in policy and regulations with financial aid, which heart company, provides weekly training sessions for all employees within the financial aid or	ASFAA). Mr. Whitacre receives e communicates to his employees.
4.55	Is there evide	nce that the financial aid administrator regularly participates in professional awareness activi	ties?
4.56		npus have a written policy that accurately reflects the U.S. Department of Education's definition clock-to-credit hour programs, including conversion ratios?	tion of a credit hour for credit hour
4.57	Does the cam	pus provide discounts for cash received in advance of the normal payment schedule? No (Skip to question 4.58.)	
4.58	Describe the orientation, et	student services offered by the campus such as, but not limited to, structured tutoring, acader	nic or personal counseling, student

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	topics includ	offers structured tutoring for all students. Student success workshops are available to stud ling time management, study skills, and navigating the learning management system. En the who is responsible for providing academic advising and support for the first three terms.	
4.59	Are follow-up graduates?	studies on graduate and employer satisfaction conducted at specific measuring points follow No No Not Applicable	ving the placement of the campus'
4.60		erson on staff responsible for the oversight of counseling students on employment opportu	nities, and what are this person's
	qualifications Ms. Cassand Ms. Nicholl I		its on employment opportunities.
4.61	Does the cam ⊠ Yes	pus offer employment assistance to all students? No Not Applicable (campus enrolls only international students on a students)	ent visa)
4.62	Does the cam	pus use placement percentages or salary projections as part of its recruiting activities? No	
4.63		g enrollment on the most current Campus Accountability Report (CAR) is 2144 prollment reported on the previous year's CAR is 2144	
4.64		able to verify the retention rate for the campus and for each program as reported on the Cam to the Council? No No Not Applicable	pus Accountability Report (CAR)
4.65	Are students	who receive financial aid counseled concerning their student loan repayment obligations? No No Not Applicable (campus does not participate in financial aid)	
4.66	When the car	process the campus utilizes to ensure that students are counseled concerning their student loan mpus determines a student is leaving, the student finance advisors contact the student to d n addition, former students receive an email from the campus explaining their repayment of	iscuss repayment with their loan
4.67	The campus	extracurricular activities of the campus (if applicable). has a social media site called "In Circle" for current students and alumni where they can urrent students can create learning groups to support each other in their learning.	network and communicate with
4.68	Do all studen ⊠ Yes	ts enrolled in master's degree programs possess a bachelor's degree?	
5. E	DUCATI	ONAL ACTIVITIES	
5.01	Are the crede	ntials awarded by the campus in compliance with its accreditation approval and in complian No	nce with applicable state laws?
5.02	Ms. Aimee C Theatre, a m	ned to oversee the educational activities of all programs at the campus, and what are this personal allahan, the academic dean, is assigned to oversee the educational activities of all programs, aster's degree in Communication, a master's degree in Education, and a doctoral degree wyoming. She was named academic dean at this institution in January 2013.	She holds a bachelor's degree in
5.03	Does this pers	son have appropriate academic or experiential qualifications?	
5.04		the campus makes provisions for program administrators to have sufficient authority and ration of the programs	esponsibility for the development

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	and administ	rified that the administration and program chairs have sufficient authority and support in decision of programs. Each program chair participates in an annual curriculum review and program, there are systems in place for communication of recommendations and approval.	
5.05	Is the time de ⊠ Yes	evoted to the administration of the educational programs sufficient?	
5.06	Is there a pub ☑ Yes	olished policy on the responsibility and authority of faculty in academic governance?	
5.07	(a) Develop ⊠ Yes (b) Selection ⊠ Yes	cy, at a minimum, address the role of the faculty in the following areas? ment of the educational program. No of course materials, instructional equipment and other educational resources. No tic evaluation and revision of the curriculum.	
	(d) Assessm ⊠ Yes	ent of student learning outcomes. No for institutional effectiveness.	
5.08	Is there evide ☑ Yes	ence that this policy has been adopted and faculty members are aware of it?	
5.09		npus have any programs that require specialized or programmatic accreditation to obtain entry- hich the campus is approved? No (Skip to question 5.10)	level employment or licensure by
5.10	Does the carr ☐ Yes	pus have any programs with current specialized or programmatic accreditation? ☑ No (Skip to question 5.14)	
5.14	Are the educ	ational programs consistent with the campus' mission and the needs of its students?	
5.15		ation of policies and the design of educational programs involve students, graduates, acrties such as advisory committees?	lministrators, faculty, and other
5.16	Each student available, as	ons are made for individual differences among students? is assigned an academic advisor to whom the student can go for individual issues. There well as subject-matter coaches. Students can pay to take an opt-out exam for most first- an xam receive course credit, but the grade does not affect the student's GPA.	
5.17	The team wa	system in place to evaluate, revise, and make changes to the curriculum. Is able to verify a system is in place for curriculum assessment, evaluation, and revision. The mat least once per quarter to review the curriculum and make changes if needed.	he program chairs meet with the
5.18	Does the fact ✓ Yes	alty participate in this process? ☐ No	
5.19	Is credit appr ☑ Yes	opriately converted in relation to total student contact hours in each class?	
5.20	If the campu	s awards academic credit to students who demonstrate subject competency based on acad	lemic, occupational, or personal

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	experiences,	is there an esta	ablished systematic method for evaluating and awarding academic credit to v Not Applicable (campus does not award such credit)	which the campus adheres?
	If <i>Yes</i> , is ther ⊠ Yes	e appropriate	documentation of the assessments of knowledge, skills, or competencies required Not Applicable (no student has made such a request)	uired?
5.21	Are courses a	nd breaks sch	eduled appropriately, given the students' academic background and the courses	vork involved?
5,22	are offered wa (a) Facilities	ith no general No onal equipmen No es.	ate to adequately support the number and nature of the general education cou education courses, skip to 5.22)	rses? (If only nondegree programs
5.23	Does the cam	pus provide ar	n environment for its faculty that is conducive to effective classroom instruction	n?
5.24	Are the quant	ity and type of	f instructional materials and equipment proportionate to the size of the campus	and types of programs?
5.25			ation of the instructional materials used, interviews with students and faculty, with applicable licensing and copyright laws?	and a review of software licenses,
5.26	Are official tr ⊠ Yes	anscripts for a	Il qualifying credentials and for those credentials listed in the catalog on file for	or all instructors?
5.27	translated into	o English and f Credential E	rom institutions not accredited by agencies recognized by the United Stat I evaluated by a member of the Association of International Credential E valuation Services (NACES) to determine the equivalency of the credentials to Not Applicable (no faculty members hold foreign credentials)	valuators (AICE) or the National
5.28	Is there docur	nented eviden	ce of a systematic program of in-service training at the campus?	
		this documen	ted? ing sessions are held each quarter. Attendees have a certificate of attendance p	laced in their faculty file.
5.29			opriate faculty development plans have been developed and implemented and is listed on the plans?	nually, including documentation to
			2013 and 2014 development plans. The 2014 plans held activities but little ontain documentation of the implementation of the plans.	documentation since the year is so
5.30	Is there evide ⊠ Yes	nce that full-ti	me and part-time instructors participate in regularly scheduled faculty meeting	s?

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5.31	Is there an a	dequate core of full- and/or part-time faculty to assure sound direction and continuity of	development for the educational
	programs? Yes	□ No	actoophical for the called the
5.32	Does the institu	tion utilize contracts and/or agreements with other institutions or entities? No	
5.33		ogram include at least 10 semester hours, 15 quarter hours, or their equivalent and no me, or their equivalent in general education or applied general education courses?	ore than 15 semester hours, 22.5
5.34	Are the general Yes	ral education and/or applied general education courses relevant to the chosen degree, and de No	o they meet Council standards?
5.35	Are instructo Criteria? ⊠ Yes	rs teaching general education courses assigned in keeping with the minimum requireme No	ents as stated in the Accreditation
5.36	Does the pro	gram include a minimum of 15 semester, 22.5 quarter hours, or their equivalent in general of No	education courses?
5.37		rams' general education courses meet Council standards in that the courses place emphasications associated with a particular occupation?	is on principles and theory not on
5.38		one-half of all courses that are part of each associate's degree program taught by faculessional degrees, or bachelor's degrees plus professional certification?	alty members who have graduate
5.39	Does the pro	gram include a minimum of 36 semester hours, 54 quarter hours, or their equivalent in gene No	eral education courses?
5.40	Do the progra	am's general education courses meet Council standards? ☐ No	
5.41		one-half of all lower-division subjects and all upper-division courses that are part of the bacters who have graduate degrees, professional degrees, or bachelor's degrees plus profession No	
6.	EDUCAT	TIONAL FACILITIES	
6.01	and any other Westwood C	physical facility of the campus (include details such as campus location, square footage, distrepertment information). Ollege Online is 100% instruction online. Students access their online courses via MyPath, and Student Resources including the Library, online Tutoring Center, and other resources.	(Blackboard) and have access to
		we offices and other space is located on the second floor of a two story building located in 00 square feet to support the online administrative support and administrative staff. There ccessible.	
6.02	Does the cam	pus utilize any additional space locations? ☑ No	
6.03	Does the care	nus utilize campus additions?	

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	Yes	⊠ No	
6,04	Are all facili offered? Yes	tics (including additional space and campus additions) appropriate for the size of the stud	lent population and the programs
	≥ Yes	□No	
6.05	Are the follo campus addit (a) Equipme (b) Yes (b) Instruction (c) Yes (c) Machine (d) Yes	ent No onal tools No	s (including additional space and
6.06	Is there evide Yes	ence on file to show that all campus facilities are in compliance with fire, safety, and sanitation No Not Applicable	i regulations?
7.	PUBLICA	ATIONS	
7.01	The catalog	was used during the evaluation (please include the year, number, and volume if appropriate): used during the evaluation visit is the 2014 Academic Catalog Westwood College - Or 013. With addendas dated 01/22/2014, 2/4/2014, 2/7/2014 and an additional addendum that w	iline, Volume 6 - No.1, Revised
7.02	Does the self Yes	-study or additional location application part II accurately portray the campus? No	
7.03	Does the cam	npus publish a catalog that is appropriately printed and bound and available to all enrolled stuce No	lents?
7.04	(a) A table o	alog contain the following items? of contents and/or an index. No ation of the year or years for which the catalog is effective on the front page or cover page.	
	✓ Yes(c) The nam✓ Yes	☐ No tes and titles of the administrators. ☐ No	
	(d) A statem	nent of legal control which includes the names of trustees, directors, and officers of the corpora	ation.
	(e) A statem✓ Yes(f) A missic	nent of accreditation No Not Applicable (initial applicant) In statement	
	Yes (g) A listing	☐ No g of full-time faculty members which lists all qualifying credentials held along with the aw	varding institution and the area of
	⊠ Yes	specialization. No emic calendar.	
		☐ No sclosure of the admission requirements.	
	courses i	No nent for each curriculum offered that includes a statement of objective or purpose; an acc in the curriculum with a unique identifying number and title, the credit or clock hours award to complete the curriculum; any necessary requirements for certification, licensing, or registradditional requirements that must be met to complete the curriculum.	led; the total credit or clock hours
	⊠ Yes	No	

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		iption of each course offered that includes the identifying number, title, credit or cloc	k hours awarded, a concise description of
	Yes	se contents, and any necessary prerequisites.	
		anation of the grading system that is consistent with the one that appears on the studer No	nt transcript.
		tion of the unit of credit.	
	⊠ Yes	☐ No ☐ Not Applicable (The campus does not award credit)	
		lete explanation of the standards of satisfactory academic progress.	
	Yes (o) A descri of each.	☐ No iption of the certificates, diplomas, and/or degrees awarded along with a statement of	the requirements necessary for completion
	Yes	□ No	
		nsfer of credit policy.	
	⊠ Yes	□ No	
	(q) A staten ⊠ Yes	ment of the tuition, fees, and any other charges. No	
		lete and accurate listing of all scholarships, grants, and/or loans offered.	
	⊠ Yes	□ No □ Not Applicable (no scholarships, grants, or loans offered)	
	(s) The refu	Ind policy.	
		nent describing the student services offered.	
	⊠ Yes	No	
		nt grievance policy that includes the name and address of ACICS (may be in the stude	ent handbook instead of catalog).
	⊠ Yes	☐ No ☐ Not Applicable (initial applicants only)	
	to include pr	system that starts on page 49 of the catalog gives explanations of the following designoficiency (PR), transfer (TR), pass (P)/ no pass (N), incomplete (I), withdraw (W), the catalog, other grades listed are audit (AU) and equivalent (EQ), although neither an	and repeated course (R). Additionally, on
	attempt to ex	cript, an additional "other grade" of withdraw pass/no pass (WPN) has been stated. Splain repeated courses and withdraw and transfer, but the statements do not match endum but still lacked consistency between the catalog and transcript.	
7.05		npus offer degree programs?	
	⊠ Yes	□ No	
	If Vas does t	he catalog contain the following?	
		anation of the course numbering system (for all levels)	
	⊠ Yes	□ No	
	(b) Identific degrees	ration of courses that satisfy general education requirements (for occupational association).	ite's, academic associate's, and bachelor's
	⊠ Yes	□ No	
		ation of courses that satisfy the concentration requirements (for academic associate's	and bachelor's degrees only).
	Yes	□ No	
	Yes	ation of courses that satisfy the upper-division (for bachelor's degrees only). No Not Applicable	
7.06	Does the can	npus offer courses and/or programs via distance education?	
	⊠ Yes	No (Skip to Question 7.07.)	
		A N. W. C. A. Sussinger, State of	
		he catalog contain the following?	
	(a) A descri	ption of each mode of delivery used for distance education courses.	

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	☐ Yes (c) A descrip ☐ Yes (d) A descrip ☑ Yes (e) Costs and ☐ Yes	 No itional or different admissions requirements for students taking distance education courses. No Not Applicable (there are no additional or different admissions requirement of any tests used to determine access to distance education. No Not Applicable (no additional tests are given) of the resources and equipment the students must have to avail themselves of distance ed No d fees associated specifically with distance education. No Not Applicable (there are no additional costs and fees) 	
	All courses a	nd/or programs are offered online.	
7.07	Does the cata ⊠ Yes	log contain an addendum/supplement? No (Skip to Question 7.08.)	
	(a) Is the ca expectati ⊠ Yes	atalog updated at an appropriate interval (the addendum/supplement should not be used ion)?	as a substitute for meeting this
	(b) Does the	addendum supplement include the school name, location, and effective date for the entire doc we dates vary)?	eument (or for individual sections
	✓ Yes(c) Do stude✓ Yes	☐ No Ints receive a copy of the addendum/supplement with the catalog? ☐ No	
7.08	Is the catalog Yes	available online? No (Skip to Question 7.09.)	
	If <i>Yes</i> , does it ⊠ Yes	match the hard copy version?	
7.09	Does the cam	pus utilize a multiple-school catalog? ☑ No (Skip to Question 7.10.)	
7.10	Is all advertis ⊠ Yes	ing and promotional literature, through any type of media (social media, website, newspapers,	etc.), truthful and dignified?
7.11	Is the correct Yes	name of the campus listed in all advertising, web postings and promotional literature?	
7,12		he campus advertise (publications, online, etc.)? advertises online through their website, through direct mailers. flyers, newspapers and television	on.
	Are all print a ⊠ Yes	and electronic advertisements under acceptable headings?	
7.13	Does the cam	pus use endorsements, commendations, or recommendations in its advertising? No (Skip to Question 7.14.)	
7.14	Does the cam	pus utilize services funded by third parties? No (Skip to Question 7.15.)	
7.15	Does the car graduates?	npus avoid offering monetary incentives to attract students and avoid making guarantees No	for job placement or salary for

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7.16	Is the phrase "for those who qualify" properly referenced in all advertising that mentions financial aid? ☐ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)	
7,17	What institutional performance information does the campus routinely provide to the public? The institutional performance information that the campus provides to the public, includes information graduation rates and placement rates.	tion on college completion and
	Where is this information published and how frequently is this information being updated? This information is published online and was updated for the 2012-2013 CAR.	
7.18	Does the catalog have a separate section describing the following:	
	(a) Program requirements Yes	
Comn that te	MENDATIONS: nendations are given for the website www.westwoodcollegesuccess.com and the booklet that was created for sell the story of graduates who have transformed their lives, families, and futures at Westwood. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNO	5.50
8.01	Does the campus develop an adequate base of library resources? Yes \[\sum No \]	Logi
8.02	Does the campus ensure access of library resources to all faculty and students, including students at nonmal ☐ Yes ☐ No	in campuses?
8.03	Does the campus provide training and support to faculty and students in utilizing library resources as process? ☑ Yes ☐ No	an integral part of the learning
8.04	Are adequate staff provided to support the development, organization of the collection, and access of libridges ☐ No	rary resources?
8.05	Describe how the campus develops continuous assessment strategies for resources and information services Faculty members report that they can recommend any new databases to add to the campus holdings. Taculty requesting resources. All holdings are electronicwith no hard copies of any resources,	
	Are these methods appropriate? ☑ Yes ☐ No	
8.06	Is the library staff adequately trained to support the library? ☑ Yes ☐ No	
8.07	Is the campus' established annual budget appropriate to the size and scope of the campus and the progra appropriately expended for the purchase of books, periodicals, library equipment, and other resource and	

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	⊠ Yes	□ No	
8.08		amount of the current year's library budget excluding personnel allocations? year's library budget is \$21,065.	
8.09		of the current year's library budget has been spent and how has the money been allocated? 425 (26%) has been spent thus far—all on electronic databases.	
8.10	Is there evide ⊠ Yes	ence that the faculty have major involvement in the selection of library resources?	
8.11	Are the library hours adequate to accommodate the needs of all students? ☑ Yes ☐ No		
8.12		with the faculty inspire, motivate, and direct student usage of the library resources? The faculty inspire, motivate, and direct student usage of the library resources? The faculty inspire, motivate, and direct student usage of library resources syllabi.	sources. This was confirmed by a
	Are these me ⊠ Yes	thods appropriate?	
8.13	Is the Dewey ☑ Yes	Decimal, Library of Congress, or other appropriate system of classification used to organize No	e the library materials?
	The database	s are organized online by subject area.	
8.14	Are records of physical and/or online resources and circulation accurate and up to date? ☑ Yes ☐ No		
8.15		/ agreements are in effect, are the provisions appropriate, do they ensure practical use and a tudent use documented? ☐ No ☐ Not Applicable (no interlibrary agreements)	accessibility to the students, and is
8.16	The library i	full-text online collections available to students. ncludes several EBSCO databases. LexisNexis, and Proquest. The campus has recently a demic Search Premier, which is critically useful for the MBA students.	dropped five databases, including
8.17		ry physical holdings and /or full-text online collections up to date and adequate for the size in its educational programs?	e of the campus and the breadth of
8.18	Does the libr	ary collection include holdings in the humanities, arts, social sciences, and sciences, includ	ing mathematics?
8.19	Ms. Denise I	n-site librarian, what are this person's qualifications, and what are his or her hours on-site? Lord is the on-site librarian. She holds a master's degree in Library Science from the Universian since February 2013. Her hours on-site are Monday-Wednesday from 9 a.m. until 5 p.m.	
	Yes (b) Facilitate Yes	ividual; se and manage the library and instructional resources? \[\sum No \] the integration of instructional resources into all phases of the campus's curricular and eduction \[\sum No \] udents in the use of instructional resources?	ational offerings?
	⊠ Yes	□ No	

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8.20	Are all indivi in the use of t ⊠ Yes	duals who supervise the library and assist students with library functions well-trained the library technologies and resources?	and competent in both using and aiding
8.21	translated into	staff transcripts from campuses not accredited by agencies recognized by the Unite o English and evaluated by a member of the National Association of Credential Evaluational Credential Evaluators (AICE) to determine the equivalency of the degrees to degree	on Services (NACES) or the Association
	Yes	☐ No ☐ Not Applicable (staff do not hold foreign credentials)	
8.22	Is documenta ☑ Yes	tion on file to reflect the librarian's participation in professional growth activities?	
8.23	Are the hours	s the library is open adequate to accommodate the needs of all students?	
	Since this is	a completely electronic library, all resources are available all of the time.	
8.24		rary make available appropriate reference, research, and information resources to preferrings and to enhance student learning?	rovide basic support for curricular and
8.25	Are appropria	ate reference materials and periodicals available for all programs offered?	
8.26		ictional resources organized for easy access, usage, and preservation?	
8.27	Is there a curr	rent inventory of instructional resources?	
8.28	Does the car objectives and Yes	mpus have appropriate and sufficient instructional resources, equipment, and mated the needs of its students?	rials to meet its educational program
8.29	Has the camp ⊠ Yes	ous designated an individual with the ability to maintain the resources and to assist stu No	idents and faculty?
8.30		rces include the study, reading, and information technology facilities necessary to sups offered by the campus?	port the effectiveness of all the courses
8.31	Is there a cur ⊠ Yes	rent inventory of instructional resources, including online resources?	
8.32	Are the resou	rces organized for easy access and usage?	
8.33	Is it evident the Yes	hat faculty encourages the use of the library?	
8.34	Do the library	y holdings, including online collections, support all of the offerings of the campus? ☐ No	
8.35	Who is the or	n-site librarian, what are this person's qualifications, and what are his or her hours on-sit	re?

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	on-site librarian since February 2013. Her hours on-site are Monday-Wednesday from 9 a.m. until 5 p.m. and Thursday-Friday from 2 p.m. until 10 p.m.
	Does this individual:
	 (a) Supervise and manage the library and instructional resources? ✓ Yes □ No
	 (b) Facilitate the integration of instructional resources into all phases of the campus's curricular and educational offerings? ✓ Yes
	(c) Assist students in the use of instructional resources? ⊠ Yes □ No
8.36	Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources? Yes No
8.37	Have library staff transcripts from campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States?
	☐ Yes ☐ No ☐ Not Applicable (staff do not hold foreign credentials)
8.38	Does the individual who supervises and manages the library hold an M.L.S. degree or the equivalent, with special qualifications to aid students in research? Yes \sum No
8.39	Is documentation on file to evidence that the librarian regularly participates in professional growth activities? ☑ Yes ☐ No
8.40	During library hours, is there a professionally trained individual on duty who supervises the library and assists students with library functions, and who is competent both to use and to aid in the use of the library technologies and resources? \square No
8.41	Do the library holdings exceed the requirements of the average student in order to encourage the intellectual development of superior students and to enrich the professional development of the faculty? \square Yes \square No
8.42	Does the collection include major professional journals and reference services, research and methodology materials, and as appropriate, information technologies and facilities? Yes No
8.43	Are the library holdings, including full-text online collections, up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs? Yes \sum No
8.44	What library resources does the campus provide to support a better understanding of scholarly research at the graduate level? All of the peer-reviewed journals online support an understanding of scholarly research at the graduate level.

9. PROGRAM EVALUATION

Academic Associate's Degree in Business Administration

Bachelor's Degree in Business Administration: Major in Management

Bachelor's Degree in Business Administration: Major in Human Resource Management

Bachelor's Degree in Business Administration: Major in Marketing Management

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Bachelor's Degree in Business Administration: Major in Project Management Bachelor's Degree in Business Administration: Major in Accounting Bachelor's Degree in Business Administration: Major in Healthcare Management Bachelor's Degree in Business Administration: Major in Fashion Merchandising Master's Degree in Business Administration 9.01 Is licensure, certification or registration required to practice in the specific career field? No (Skip to question 9.02) Yes 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications? Ms. Jennifer Dartt is the program chair for business. She has been in this position since May 2010. She holds a bachelor's degree in Journalism, a master's degree in Business Administration from Westwood College Online, and a master's degree in Legal Studies from Texas State University. 9.03 Does this individual possess appropriate academic or experiential qualifications? X Yes No 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)? X Yes No 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient? ☐ No X Yes Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which 9.06 meet or exceed- the standards for the following areas: (a) Student retention rate of 65% (programs > 1 year in length) OR 70% (programs < 1 year in length)? Not Applicable (Additional Location Inclusion only) (b) Student placement rate of 70%? ☐ Not Applicable (Additional Location Inclusion only) No. Yes If No, does the campus provide one of the following: A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements? X Yes No. Improvement plans were on file for the retention percentages of the bachelor's major in Human Resource Management and the major in Project Management and for the placement rate for the bachelor's major in Healthcare Management. 9.07 List the community resources and describe how they are utilized to enrich the program(s). Program advisory committee meeting minutes were reviewed, as was documentation of two guest speakers within the past year. During a telephone faculty meeting, faculty gave other examples of the use of community resources. Is the utilization of community resources sufficient to enrich the program? 9.08 X Yes 9,09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both? X Yes No 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

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	⊠ Yes	□ No	
9.11		s that include practica, externships, or internships, does the institution have a wrarrangement between the institution and the practicum site, including specific lear iteria? No Not Applicable (these elements are not part of the program or	ning objectives, course requirements, and
9.12			
9.12	Yes Yes	gram use independent studies? No (Skip to question 9.14)	
9.14	Are the curri	culum and length of the program appropriate to meet the educational and placement on the length of the program appropriate to meet the educational and placement of the length of the program appropriate to meet the educational and placement of the length of the program appropriate to meet the educational and placement of the length of the program appropriate to meet the educational and placement of the length of the program appropriate to meet the educational and placement of the length of the program appropriate to meet the educational and placement of the length of the	objectives of the program?
9,15	Are course p ☑ Yes	rerequisites appropriate, are they identified in the catalog and on the course syllabi	, and are they being followed?
9.16	(a) Title and	☐ No prerequisites and/or corequisites ☐ No ponal contact hours/credits ☐ No	r program) If the work assignments
9.17	Do students	confirm that they receive a course syllabus and that it is followed? \[\sum No \]	
9.18	Are the cours	ses available when needed by the student in the normal pursuit of a program of stud	ly?
9.19		n able to verify the backup documentation to support the placement rate for the p ty Report submitted to the Council? No No Not Applicable (there have been no graduates)	rogram(s) as reported on the last Campus
	How many c	alls to employers or graduates were attempted?	

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The following numbers of calls were attempted:

Bachelor's Degree in Business Administration: Major in Management: 6

Bachelor's Degree in Business Administration: Major in Marketing Management: 5

Bachelor's Degree in Business Administration: Major in Accounting: 3

Bachelor's Degree in Business Administration: Major in Healthcare Management: 4
Bachelor's Degree in Business Administration: Major in Fashion Merchandising: 3

Academic Associate's Degree in Business Administration: 5

Master's Degree in Business Administration: 4

How many calls to employers or graduates were successful?

The following numbers of calls were successful:

Bachelor's Degree in Business Administration: Major in Management: 2

Bachelor's Degree in Business Administration: Major in Marketing Management: 2

Bachelor's Degree in Business Administration: Major in Accounting: 3

Bachelor's Degree in Business Administration: Major in Healthcare Management: 4

Bachelor's Degree in Business Administration: Major in Fashion Merchandising; 3

Academic Associate's Degree in Business Administration: 3

Master's Degree in Business Administration: 3

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

The following numbers of calls confirmed employment as stated on the CAR:

Bachelor's Degree in Business Administration: Major in Management: 2

Bachelor's Degree in Business Administration: Major in Marketing Management; 2

Bachelor's Degree in Business Administration: Major in Accounting: 2

Bachelor's Degree in Business Administration: Major in Healthcare Management: 2

Bachelor's Degree in Business Administration: Major in Fashion Merchandising: 3

Academic Associate's Degree in Business Administration: 3

Master's Degree in Business Administration: 3

If No. insert "Section 3-1-303(a)" in parentheses and explain:

Section 3-1-303(a)): The following three placements could not be verified, based on phone conversations with the following students:

(b)(6)		

Additionally 14 students in the various Business Administration programs, as listed in question 3.05 have attestations on file that could not be verified. The team reviewed the following three files:

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(b)(6)	
Was documentation on file to verify graduates classified on the CAR as "not available for placement"? ☐ Yes ☐ No ☐ Not Applicable	
If No, insert "Section 3-1-303(a)" in parentheses and explain: (Section 3-1-303(a)): Documentation on file could not verify graduates classified on the CAR as "not ava Anderson, graduate (May 2013) from the Associate of Business Administration program, has a Career Se contact information, additional contact information (relatives) and professional interest information. In th section of the front page, Ms. Anderson lists the following information that may be helpful to assist the selection of the first page.	rvices Graduation Packet that lists e professional interest information
"Now that I've received my Associate's Degree, I am currently furthering my education at the University Bachelors. Although I would love to venture into marketing, I've hit a point where I'm undecided in the schooling. In the meantime, I would like to find a quality paying job that is part time and willing to work a	direction I wanted to go with my
On page 2 of this document, there is an electronic signature from the student, dated for September 26, 201. There is an additional form titled, 'Employment Information', on this graduation form, there is a questionable to work at this time due to the following reason: (check one)	
The student has checked Continuing Education Continuing School: University of North Texas at Dallas Program: Business Start Date: August 27, 2013.	
Additionally in the Graduation Packet, there is a Career Services Graduate File Review Form, that regulatory agency's policies regarding employment status coding, documentation required to substantiate employment." This document was signed by the vice president, student and academic services and the man	coding, as well as verification of
While the team was onsite, the manager of career services, provided a .wav file with a conversation wi 2014 from a Career Service Advisor to Ms. Tiffany Anderson, however, a telephone conversation with the of written documentation needed to support the continuing education waiver.	
Does the campus participate in Title IV financial aid? ☐ Yes ☐ No (Skip to question 9.24)	
Does the campus' written procedures (as evidenced by their academic credit analysis) support the written phour as defined by the U.S. Department of Education for Title IV funding? Yes No No Not Applicable (Clock hour programs only)	policy and definition of a credit
Is there evidence that out-of-class work or the equivalency is being evaluated? ☐ Yes ☐ No ☐ Not Applicable (Clock hour programs only)	
If Yes, briefly describe the documentation of evaluation viewed on site. Faculty gradebooks online were reviewed that documented assessment of out-of-class work.	
Are the following appropriate to adequately support the number and nature of the program?	

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	(a) Facilities	□ No onal equipment. □ No es. □ No	
9.25	(a) Systemat ☐ Yes (b) Well-def ☐ Yes (c) The select ☐ Yes (d) Appropri ☐ Yes (e) The use of ☐ Yes	ving elements appropriately incorporated into the instructional components of the program? ic planning. No ined instructional objectives. No ction and use of appropriate and current learning materials. No iate modes of instructional delivery. No of appropriate assessment strategies. No of appropriate experiences.	
9.27		lty members' qualifications meet the minimum requirements outlined in the Accredia academically and experientially appropriate to the subject matter they teach and the level of No	
9.28	Is the size of ⊠ Yes	the faculty appropriate to the total student enrollment?	
9.29	Is an adequate ⊠ Yes	e core of full- and part-time faculty employed to ensure sound direction and continuity of dev	elopment for the program?
9.30	Are teaching ⊠ Yes	loads reasonable?	
9.38		r of hours required to complete the program at least 60 semester hours, 90 quarter hours, or r semesters, six quarters, or the equivalent?	their equivalent, earned over a
9.39	Is there a min ✓ Yes	imum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area o	f concentration?
9.40	Does the curr ⊠ Yes	riculum quantitatively and qualitatively approximate the standards at other collegiate institution. No	ons offering the same degree?
9.41	Is enrollment ⊠ Yes	in the second academic year of the two-year program sufficient to support regularly schedule No Not Applicable (no students in the second year)	ed classes?
9.42	Are the secon ⊠ Yes	nd-year courses based upon appropriate first-year prerequisites? No Not applicable	
9.43		r of hours required to complete the program at least 120 semester hours, 180 quarter hours, oght semesters, 12 quarters, or the equivalent?	or their equivalent, earned over

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9.44	Is there a min ✓ Yes	imum of 60 semester hours, 90 quarter hours, or their equivalent in courses w	ithin the area of concentration?		
9.45		on offers only the last two years of the bachelor's degree program, do the catalog ints for admission? No Not Applicable (institution offers all four years of the degree)			
9.46	Does the curr	Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree? Yes No			
9.47	Is enrollment work?	in the third and fourth years of the bachelor's program sufficient to suppo	ort regularly scheduled classes and laboratory		
	⊠ Yes	☐ No ☐ Not Applicable (no students in the third and fourth years)			
9.48	Are the third- ⊠ Yes	and fourth-year courses based upon appropriate prerequisites?			
9.49		alified designated committee that includes students, faculty, administrators, a and maintenance of the graduate degree program?	and employers that oversees the development,		
9.50	Who is assigned to oversee the administration of the master's program, and what are this person's qualifications? Dr. Omar Parks, program chair since November 2013, oversees the master's in Business Administration program. Dr. Parks holds a doctoral degree in Business Administration from Argosy University, a master's degree in Adult Education and Distance Learning from the University of Phoenix, and a bachelor's degree in Theatre and Dance from the University of Wyoming. He has 11 years combined experience in education as an administrator, dean, and instructor. Dr. Park's position is 100% administrative. His academic and professional experiences qualify him to chair the program.				
9.51	Does this pers	son have appropriate academic or experiential qualifications?			
9.52	Is the time de ☑ Yes	voted to the administration of the educational programs sufficient?			
9.53	Are the program, courses, and services appropriate to the institution's mission and to its specific goals and objectives? ✓ Yes □ No				
9.54	Are the graduate program faculty directly involved in the development and modification of the master's degree policies, procedures, and curricula? Yes \sum \text{No}				
9.55	Is the number of hours required to complete the program at least 30 semester hours, 45 quarter hours, or their equivalent, of course work, plus a thesis at the graduate level; or at least 36 semester hours, 54 quarter hours, or their equivalent, of course work at the graduate level if a thesis is not required.? Yes \sum \text{No}				
9.56	Does the curr	iculum quantitatively and qualitatively approximate the standards at other coll No	legiate institutions offering the same degree?		
9.57	Is enrollment in the master's program sufficient to support regularly scheduled classes and laboratory work? Yes No				
9.58	Are the cours	e prerequisites appropriate, and are they being followed?			

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9.59	Do all faculty members pospossess a terminal degree? ☐ Yes ☐ No	sess a graduate degree in the field or related field of the courses they are tea	ching, and do a sufficient number
9.60	Does faculty possessing tern ✓ Yes ☐ No	ninal degrees teach at least one-half of all graduate-level courses?	
9.61	Does the campus encourage ☑ Yes ☐ No	graduate faculty members to engage in scholarly research and to publish in	professional journals?
	Graduate faculty are encour findings and articles in acad	the campus encourages scholarly activity; raged to engage in scholarly research including attending conferences to premic journals verified by expectations listed in job descriptions, items on privitae of current faculty, and discussions with administrators.	
9.]	PROGRAM EVA	LUATION	
A	Academic Associate's De	gree in Computer Aided Design/Architectural Drafting	
1	Bachelor's Degree in Int	erior Design	
9,01		registration required to practice in the specific career field? to question 9.02)	
9.02	Mr. Scott Dahl, is the prog Interior Design programs. I Rochester Institute of Techn Theatre from the University	er the academic program(s), and what are this person's qualifications? am chair and is assigned to administer the academic duties associated with the holds an associate's degree and a bachelor's degree of Fine Arts in Incology, a master's degree in Theatre History from The University of Albany an of Massachusetts. Mr. Dahl has been with Westwood College since 2006, he westwood College, Mr. Dahl worked at several firms that specialized in dis, and exhibits.	dustrial and Interior Design from id a master's degree of Fine Arts in currently teaches two of the online
9,03	Does this individual possess ☑ Yes ☐ No	appropriate academic or experiential qualifications?	
9.04	Is there evidence that the preducational program(s)? ☐ Yes ☐ No	ogram administrator has sufficient authority and responsibility for the devel	lopment and administration of the
9.05	Are the time and resources d ☐ Yes ☐ No	evoted to the administration of the educational program(s) sufficient?	
9.06	meet or exceed- the standard	'65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)? ☐ Not Applicable (Additional Location Inclusion only)	dent achievement outcomes which
			ata, analysis and activities to meet
9.07	List the community resource	s and describe how they are utilized to enrich the program(s).	

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	the students students the	are encourage opportunity to	an instrumental role by securing alumni and professionals to speak in a ced to attend online. Several of the instructors post announcements that challenge their skills. A Program Advisory Committee compiled of a croar to review the curriculum and make suggestions based on recent industry	promote design competitions that offer ss section of industry leaders throughout		
9.08	Is the utilizat ⊠ Yes	ion of commu No	nity resources sufficient to enrich the program?			
9.09		Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both? ☑ Yes ☐ No				
9.10	Does the cata ☑ Yes	log and/or oth	ner advertising material such as brochures and web site, accurately describ	be the program and its objectives?		
9.11		arrangement b	practica, externships, or internships, does the institution have a written petween the institution and the practicum site, including specific learning. Not Applicable (these elements are not part of the program or not part of the progra	ng objectives, course requirements, and		
9.12	Does the pro		pendent studies? ip to question 9.14)			
9.14	Are the curric	culum and len	gth of the program appropriate to meet the educational and placement obj	ectives of the program?		
9.15	Are course p	rerequisites a	ppropriate, are they identified in the catalog and on the course syllabi, as	nd are they being followed?		
9.16	(a) Title and Yes (b) Course of Yes (c) Course of Yes (d) Instruction Yes (e) Learning Yes (f) Instruction Yes (g) Topical Yes (h) Instruction Yes (i) Assessmon Yes (j) Method Yes (k) Date the Yes For Title IV	d course described has been described by the course de	nd/or corequisites ours/credits and references course			

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	(m) A descri ☑ Yes	ption of the minimum amount of time a student is expected to spend on completion of No Not Applicable (Additional Location Inclusion OR clock hour	
9.17	Do students ⊠ Yes	confirm that they receive a course syllabus and that it is followed?	
9.18	Are the cours	ses available when needed by the student in the normal pursuit of a program of student in No	ty?
9.19		m able to verify the backup documentation to support the placement rate for the p ty Report submitted to the Council? ⊠ No ☐ Not Applicable (there have been no graduates)	rogram(s) as reported on the last Campus
	Academic as	alls to employers or graduates were attempted? sociate's degree program in Computer Aided Design/Architectural Drafting: 5 egree program in Interior Design: 8	
	Academic as	alls to employers or graduates were successful? sociate's degree program in Computer Aided Design/Architectural Drafting: 3 egree program in Interior Design: 5	
	between the a	of the successful contacts confirmed the employment of the graduate as reported on number of successful contacts and confirmations. sociate's degree program in Computer Aided Design/Architectural Drafting: 3 egree program in Interior Design: 5	the CAR? Please explain any discrepancy
		-303(a)): Additionally, 6 students in the CADD/Interior Design programs, as listed to be verified. The team reviewed the following three files:	I in question 3.05 have attestations on file
	(b)(6)		
9.20	Was docume ⊠ Yes	entation on file to verify graduates classified on the CAR as "not available for placem No Not Applicable	ent"?
9.21	Does the can	npus participate in Title IV financial aid? No (Skip to question 9.24)	
9.22		npus' written procedures (as evidenced by their academic credit analysis) support the led by the U.S. Department of Education for Title IV funding? No Not Applicable (Clock hour programs only)	written policy and definition of a credit
9.23	Is there evide ⊠ Yes	ence that out-of-class work or the equivalency is being evaluated? No Not Applicable (Clock hour programs only)	
		y describe the documentation of evaluation viewed on site. as provided homework assignments and while talking with students, they advised	they participate and complete homework

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9.24	(a) Facilities☑ Yes	☐ No onal equipment. ☐ No s. ☐ No	
9.25	(a) Systemat	ring elements appropriately incorporated into the instructional components of the program? ic planning. No ined instructional objectives. No ition and use of appropriate and current learning materials. No interest modes of instructional delivery. No of appropriate assessment strategies. No of appropriate experiences.	
9.27		Ity members' qualifications meet the minimum requirements outlined in the Accredita academically and experientially appropriate to the subject matter they teach and the level of No	
9.28	Is the size of ⊠ Yes	the faculty appropriate to the total student enrollment?	
9.29	Is an adequate ☑ Yes	e core of full- and part-time faculty employed to ensure sound direction and continuity of dev	elopment for the program?
9.30	Are teaching ⊠ Yes	oads reasonable?	
9.38		of hours required to complete the program at least 60 semester hours, 90 quarter hours, or semesters, six quarters, or the equivalent?	their equivalent, earned over a
9.39	Is there a min	imum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of \square No	concentration?
9.40	Does the curr ☑ Yes	iculum quantitatively and qualitatively approximate the standards at other collegiate institution No	ns offering the same degree?
9.41	Is enrollment ⊠ Yes	in the second academic year of the two-year program sufficient to support regularly schedule No Not Applicable (no students in the second year)	d classes?
9.42	Are the secon ⊠ Yes	d-year courses based upon appropriate first-year prerequisites? ☐ No ☐ Not applicable	
9.43		r of hours required to complete the program at least 120 semester hours, 180 quarter hours, oght semesters, 12 quarters, or the equivalent?	or their equivalent, earned over

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9.44	Is there a minimum of 60 semester ☐ Yes ☐ No	hours, 90 quarter hours, or their equivalent in courses within the area	a of concentration?	
9.45	If the institution offers only the last the requirements for admission?	institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe		
		Not Applicable (institution offers all four years of the degree)		
9.46	Does the curriculum quantitatively ☑ Yes ☐ No	and qualitatively approximate the standards at other collegiate instit	utions offering the same degree?	
9.47	Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?			
		Not Applicable (no students in the third and fourth years)		
9.48	Are the third- and fourth-year cour ☐ Yes ☐ No	ses based upon appropriate prerequisites?		
COM	MENDATIONS:			
		continual improvement of the program and has detailed plans to foster ging experienced faculty and online "best practices."	student growth	
unoug	in the use of industry resources, levera	ging experienced faculty and offine best practices.		
9. 1	PROGRAM EVALUA	ATION		
E	Bachelor's Degree in Visual C	Communications		
9.01	Is licensure, certification or registra ☐ Yes ☐ No (Skip to que	tion required to practice in the specific career field? stion 9.02)		
9.02	Ms. Kelly Goethals, is the program including the bachelor's degree in V Florida, a bachelor's degree in Fin College of Art and Design, Ms. G	cademic program(s), and what are this person's qualifications? In chair and is assigned to administer the academic duties associated which is a communications. Ms. Goethal holds an associate's degree in Fire Arts from the University of Central Florida, and a master's degree on one of the community with the community and a community and a community and according to the community and community	ne Art from the University of Wes in Graphic Design from Savannal teaches two of the online courses	
9.03	Does this individual possess approp ☑ Yes ☐ No	oriate academic or experiential qualifications?		
9.04	Is there evidence that the program educational program(s)? ☑ Yes ☐ No	administrator has sufficient authority and responsibility for the deve	lopment and administration of the	
9,05	Are the time and resources devoted ☐ Yes ☐ No	to the administration of the educational program(s) sufficient?		
9,06	meet or exceed- the standards for th (a) Student retention rate of 65% (Yes No (b) Student placement rate of 70%	programs >1 year in length) OR 70% (programs ≤1 year in length)? Not Applicable (Additional Location Inclusion only)	dent achievement outcomes whic	
	If No, does the campus provide	one of the following:		

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	or e	Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with exceed Council requirements? Yes \sum \sum No	data, analysis and activities to mee			
9.07	Career Service the students students the o	munity resources and describe how they are utilized to enrich the program(s). ces has played an instrumental role by securing alumni and professionals to speak in a caree are encouraged to attend on-line. Several of the instructors post announcements that pror opportunity to challenge their skills. A Program Advisory Committee compiled of a cross se neet once a year to review the curriculum and make suggestions based on recent industry sta	mote design competitions that offer ection of industry leaders throughou			
9.08	Is the utilizat ⊠ Yes	Is the utilization of community resources sufficient to enrich the program? ☐ Yes ☐ No				
9.09	Does the cu credential, or Yes	urriculum evidence a well-organized sequence of appropriate subjects leading to an oc r both?	ecupational objective, an academic			
9.10	Does the cata	alog and/or other advertising material such as brochures and web site, accurately describe the No	e program and its objectives?			
9,11		as that include practica, externships, or internships, does the institution have a written as arrangement between the institution and the practicum site, including specific learning of riteria? No Not Applicable (these elements are not part of the program or no study)	bjectives, course requirements, and			
9.12	Does the pro	gram use independent studies? No (Skip to question 9.14)				
9.14	Are the curric	culum and length of the program appropriate to meet the educational and placement objective. No	ves of the program?			
9.15	Are course p	orerequisites appropriate, are they identified in the catalog and on the course syllabi, and as	re they being followed?			
9.16	(a) Title and Yes (b) Course r Yes (c) Course p Yes (d) Instructi Yes (e) Learning Yes (f) Instructi Yes (g) Topical Yes (h) Instructi Yes (i) Assessm Yes (j) Method Yes	□ No prerequisites and/or corequisites □ No ional contact hours/credits □ No g objectives □ No ional materials and references □ No outline of the course □ No ional methods □ No				

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	(l) Out-of-c ⊠ Yes	□ No participant campuses that have lecture courses in credit hour programs or clock-to-credit class work assignments that support the learning objectives for the course □ No □ Not Applicable (Additional Location Inclusion OR clock hour program ption of the minimum amount of time a student is expected to spend on completion of the woon □ Not Applicable (Additional Location Inclusion OR clock hour program or completion of the woon □ Not Described (Additional Location Inclusion OR clock hour program or clock-to-credit hour programs or clock-to-credit hour program has been clock hour program or clock hour program has been c	n) rk assignments		
9.17	Do students o ⊠ Yes	confirm that they receive a course syllabus and that it is followed?			
9.18	Are the cours	ses available when needed by the student in the normal pursuit of a program of study?			
9,19	Was the tean Accountabilit ☐ Yes	mable to verify the backup documentation to support the placement rate for the program(sty Report submitted to the Council? No Not Applicable (there have been no graduates)	s) as reported on the last Campus		
		alls to employers or graduates were attempted? egree program in Visual Communications: 13			
		alls to employers or graduates were successful? egree program in Visual Communications: 6			
	between the r	of the successful contacts confirmed the employment of the graduate as reported on the CAI number of successful contacts and confirmations. egree program in Visual Communications: 6	R? Please explain any discrepancy		
	(Section 3-1-303(a)): Additionally, four students in the Visual Communications program, as listed in question 3.05 have attestations on file that could not be verified. The team reviewed the following file:				
	(b)(6)				
9.20	Was docume ⊠ Yes	ntation on file to verify graduates classified on the CAR as "not available for placement"? No Not Applicable			
9.21	Does the cam	npus participate in Title IV financial aid? No (Skip to question 9.24)			
9.22	Does the cam hour as defin Yes	npus' written procedures (as evidenced by their academic credit analysis) support the written ped by the U.S. Department of Education for Title IV funding? No Not Applicable (Clock hour programs only)	policy and definition of a credit		
9.23	Is there evide Yes	ence that out-of-class work or the equivalency is being evaluated? No Not Applicable (Clock hour programs only)			
		y describe the documentation of evaluation viewed on site. as provided copies of student homework. During interviews with students, they acknow	wledge they complete homework		
9.24	(a) Facilities✓ Yes	wing appropriate to adequately support the number and nature of the program? s. \[\sum \text{No} \] onal equipment. \[\sum \text{No} \]			

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	(c) Resource	ee .		
	⊠ Yes	□ No		
	(d) Personne			
	Yes Yes	□ No		
9.25	(a) Systeman	ic planning. No ined instruction No ction and use No iate modes of no fappropriate	appropriately incorporated into the instructional components of the program? onal objectives. of appropriate and current learning materials. instructional delivery. assessment strategies.	
	✓ Yes(f) The use✓ Yes	□No of appropriate □ No	experiences.	
9.27			qualifications meet the minimum requirements outlined in the Accre y and experientially appropriate to the subject matter they teach and the level	
9.28	Is the size of ⊠ Yes	the faculty ar	propriate to the total student enrollment?	
9.29	Is an adequat ⊠ Yes	e core of full-	and part-time faculty employed to ensure sound direction and continuity of o	development for the program?
9.30	Are teaching ⊠ Yes	loads reasona	ble?	
9.43			uired to complete the program at least 120 semester hours, 180 quarter hours, 12 quarters, or the equivalent?	s, or their equivalent, earned over
9.44	Is there a mir	nimum of 60 s	semester hours, 90 quarter hours, or their equivalent in courses within the area	a of concentration?
9.45	If the instituti		the last two years of the bachelor's degree program, do the catalog and all advision? Not Applicable (institution offers all four years of the degree)	vertising materials clearly describe
9.46	Does the curr ⊠ Yes	riculum quant	itatively and qualitatively approximate the standards at other collegiate institu	utions offering the same degree?
9.47	Is enrollment work?	in the third	and fourth years of the bachelor's program sufficient to support regularly	scheduled classes and laboratory
	⊠ Yes	□ No	Not Applicable (no students in the third and fourth years)	
9.48	Are the third	and fourth-y	ear courses based upon appropriate prerequisites?	

COMMENDATIONS:

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The program chair is very dedicated to supporting her students and faculty, her efforts to leverage new technology and find innovative ways to continually improve the program.

9. PROGRAM EVALUATION

Academic Associate's Degree in Medical Insurance Coding and Billing

Academic Associate's Degree in Medical Office Management

9.01	Is licensure, certification or registration required to practice in the specific career field? ☐ Yes ☐ No (Skip to question 9.02)
9.02	Who is assigned to administer the academic program(s), and what are this person's qualifications? Ms. Mary Aboutar is the healthcare program chair for both the associate of applied science in Medical Insurance Coding and Billing and the associate of applied science in Medical Office Management. She has been with Westwood College since December of 2009, orginally as the program chair for the Medical Assisting program and then in May 2011 as the program chair for the Medical Insurance Coding and Billing and Medical Office Management programs. Ms. Arboutar holds a bachelor's degree in Health Care Administration from St. Leo University. She is a Registered Medical Assistant (RMA) through the American Medical Technologists (AMT), current through April 2014. Ms. Aboutar also holds a certificate in Medical Claims and Billing from the US Career Institute obtained December 2004. She has worked on and off in the field as a RMA and Medical Biller and Coder since 2004.
9.03	Does this individual possess appropriate academic or experiential qualifications? ⊠ Yes □ No
9.04	Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)? Yes No
9.05	Are the time and resources devoted to the administration of the educational program(s) sufficient? ☐ Yes ☐ No
9.06	Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas: (a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)? ☐ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only) (b) Student placement rate of 70%? ☐ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
9.07	List the community resources and describe how they are utilized to enrich the program(s). The institution utilizes a Programmatic Advisory Committee (PAC) that combines the Medical Office Management and Medical Insurance Coding and Billing programs. The committee has met once on May 29, 2013 and has another one planned in the near future. There was documentation for a guest speaker on file. New webinars for the healthcare programs are being implemented February 18, 2014 and there is also documentation on the mypath.westwood.edu website under each syllabus' assignments tab for other community involvement projects that are class specific.
9.08	Is the utilization of community resources sufficient to enrich the program? ☑ Yes ☐ No
9.09	Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both? ☐ Yes ☐ No
9.10	Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

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9.11	outlines the	arrangement b	practica, externships, or internships, does the institution have a written are between the institution and the practicum site, including specific learning of	
	evaluation cr	iteria?	Not Applicable (these elements are not part of the program or no stud	dent is at the point of needing them)
9.12	Does the prop		pendent studies? ip to question 9.14)	
9.14	Are the curric ☐ Yes	culum and len	gth of the program appropriate to meet the educational and placement objective	es of the program?
9.15	Are course p ⊠ Yes	rerequisites a	ppropriate, are they identified in the catalog and on the course syllabi, and ar	e they being followed?
9.16	(a) Title and Yes (b) Course r Yes (c) Course r Yes (d) Instruction Yes (e) Learning Yes (f) Instruction Yes (g) Topical of Yes (h) Instruction Yes (i) Assessm Yes (j) Method Yes (k) Date the Yes For Title IV (l) Out-of-com	No No No No No No No No	nd/or corequisites ours/credits and references course	um) ork assignments
9.17	Do students o ⊠ Yes	confirm that t	hey receive a course syllabus and that it is followed?	
9.18	Are the cours Yes	es available v	when needed by the student in the normal pursuit of a program of study?	
9.19			fy the backup documentation to support the placement rate for the program mitted to the Council? Not Applicable (there have been no graduates)	(s) as reported on the last Campus
	There was on	e call attempt	ers or graduates were attempted? ed for the Associate of Applied Science in Medical Office Management. attempted calls in the Associate of Applied Science in Medical Insurance Cod.	ing and Billing.

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How many calls to employers or graduates were successful?

There was one successful call for the Associate of Applied Science in Medical Office Management.

There are not any graduates in the Associate of Applied Science in Medical Insurance Coding and Billing at this time.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

Associate in Medical Office Management-0

If No, insert "Section 3-1-303(a)" in parentheses and explain:

(Section 3-1-303(a)): Although there was one successful contact for graduate from the Medical Office Management program, the student was not placed in field as attested by the institution. The student states that she is a freelance home health aid that does not work for any agency but takes on patients through word of mouth, family, and friends. She also stated that she had been doing this for many years before obtaining her degree and resumed this position post graduation in September 2013. Her primary skills include companionship, cooking, light housekeeping, transportation to physician appointments, and help with activities of daily living (ADL's). The student stated that she does not feel that the training she received from Westwood's Medical Office Management degree has helped her prepare for this position. She previously obtained her bachelor of Healthcare Management from Westwood. Upon team review, there is not a match for job description, title, or skills utilized allowing for an in-field placement of the graduate. The Medical Office Management program specifically states in the catalog, and through review of curriculum offered, that this degree is designed to manage medical office operations and to teach and train students the skills necessary to work with doctors and their patients in a medical office environment. Core curriculum classes include accounting, medical insurance and administrative procedures, principles of human resource mananagement, and advanced medical office management, to name a few. The core curriculum involves over 70% management related topics and does not relate the skill set to afford a placement as in-field in regards to a home health aid position.

9.20	Was docum	nentation on file	to verify graduates classified on the CAR as "not available for placement"? Not Applicable
9.21	Does the ca ⊠ Yes		te in Title IV financial aid? ip to question 9.24)
9,22			procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit is. Department of Education for Title IV funding? Not Applicable (Clock hour programs only)
9.23	Is there evid	dence that out-o	of-class work or the equivalency is being evaluated? Not Applicable (Clock hour programs only)
	Electronic g The gradeb Computer ! Physiology	gradebooks wer ooks reviewed i Software Appli I (BIOL170),	documentation of evaluation viewed on site. The reviewed randomly for the Medical Office Management and Medical Insurance Coding and Billing programs included: Computer Applications (ITCS101), College Mathematics (MATH107), Success Strategies (PDVE111) cations in Healthcare (MICB151), Healthcare Billing and Reimbursement Systems (MICB240), Anatomy & and Introduction to Health Information Technology (HINT110). Student assignments, course objectives uation of progress for those objectives are being met and documented.
9.24	(a) Faciliti✓ Yes	ies. No tional equipmer No rces. No	ate to adequately support the number and nature of the program?
9.25		owing elements	s appropriately incorporated into the instructional components of the program?

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	 Yes □ No (b) Well-defined instructional objectives. Yes □ No (c) The selection and use of appropriate and current learning materials. Yes □ No (d) Appropriate modes of instructional delivery. Yes □ No (e) The use of appropriate assessment strategies. Yes □ No (f) The use of appropriate experiences. Yes □ No 	
9.27	Do the faculty members' qualifications meet the minimum requirements outlined in qualifications academically and experientially appropriate to the subject matter they teach a Yes \sum No	
9.28	Is the size of the faculty appropriate to the total student enrollment? ☑ Yes ☐ No	
9.29	Is an adequate core of full- and part-time faculty employed to ensure sound direction and co ☑ Yes ☐ No	ontinuity of development for the program?
9.30	Are teaching loads reasonable? ☑ Yes ☐ No	
9.38	Is the number of hours required to complete the program at least 60 semester hours, 90 qu period of four semesters, six quarters, or the equivalent? Yes No	arter hours, or their equivalent, earned over a
9.39	Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses wi ☐ Yes ☐ No	ithin the area of concentration?
9.40	Does the curriculum quantitatively and qualitatively approximate the standards at other coll ☑ Yes ☐ No	egiate institutions offering the same degree?
9.41	Is enrollment in the second academic year of the two-year program sufficient to support reg Yes No Not Applicable (no students in the second year)	ularly scheduled classes?
9.42	Are the second-year courses based upon appropriate first-year prerequisites? ☑ Yes ☐ No ☐ Not applicable	
The to health althou	MMENDATIONS: team would like to commend the institution for a well evidenced online layout in design, structure thcare programs. It is also to be commended that the institution has shown to have tried substantial bugh geographics may be a challenge.	
	PROGRAM EVALUATION	
	Academic Associate's Degree in Criminal Justice	
	Academic Associate's Degree in Paralegal	
9.01	Is licensure, certification or registration required to practice in the specific career field? Yes No (Skip to question 9.02)	
9.02	Who is assigned to administer the academic program(s), and what are this person's qualification	ons?

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	Dr. Mario Giannoni is the program chair responsible for administering the academic program for the sci Westwood College Online. Dr. Giannoni holds a bachelor's degree and master's degree in Criminal/Social Ju Romeoville, Illinois, and a doctoral degree in Adult Continuing Education from Northern Illinois University in	stice from Lewis University in
	Mrs. Jennifer Dartt is the interim program chair responsible for administering the Paralegal program. Mrs. Da Journalism from the University of Texas, Austin, Texas; a master's degree in Business Administration fro Broomfield, Colorado; and a master's degree in Legal Studies from Texas State University in San Marcos, Texas	m Westwood College Online,
9.03	Does this individual possess appropriate academic or experiential qualifications? ☑ Yes ☐ No	
9.04	Is there evidence that the program administrator has sufficient authority and responsibility for the developmeducational program(s)? Yes No	nent and administration of the
9.05	Are the time and resources devoted to the administration of the educational program(s) sufficient? ✓ Yes ☐ No	
9.06	Does the program meet the needs of its students and the requirements of the Council, as shown by student meet or exceeds the standards for the following areas:	achievement outcomes which
	 (a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)? Yes No Not Applicable (Additional Location Inclusion only) 	
	(b) Student placement rate of 70%?	
	Yes No Not Applicable (Additional Location Inclusion only)	
	If No, does the campus provide one of the following: A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, or exceed Council requirements? ☑ Yes ☐ No	analysis and activities to meet
9.07	List the community resources and describe how they are utilized to enrich the program(s). The Criminal Justice program utilizes community resources within several of its courses through project assig contact law enforcement agencies in their own community for job shadowing, tours and career goal developm CJ381-Women and Criminal Justice, students were assigned the project of locating a female adolesce community, through a church or another criminal justice program. After conducting interviews with staff, s paper sharing their experiences and received peer review feedback through online threaded discussions.	nent. As an example, in course nt juvenile program, in their
	The Paralegal program also utilizes community resources within its online courses through webinars, specific Debt Collection Practices and Career Management in paralegal careers.	to course content, such as Fair
9.08	Is the utilization of community resources sufficient to enrich the program? ☑ Yes ☐ No	
9.09	Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupate credential, or both? ☐ Yes ☐ No	ional objective, an academic
9.10	Does the catalog and/or other advertising material such as brochures and web site, accurately describe the prog ☑ Yes ☐ No	gram and its objectives?
9.11	For programs that include practica, externships, or internships, does the institution have a written and moutlines the arrangement between the institution and the practicum site, including specific learning objective action criteria? Yes No Not Applicable (these elements are not part of the program or no student in the program or no	ves, course requirements, and
646		at the point of needing them)
9.12	Does the program use independent studies?	

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	☐ Yes	No (Skip to question 9.14)	
9,14	Are the curri	culum and length of the program appropriate to meet the educational and placement objective No	es of the program?
9.15	Are course p ☑ Yes	rerequisites appropriate, are they identified in the catalog and on the course syllabi, and are	they being followed?
9.16	(a) Title and Yes (b) Course I Yes (c) Course I Yes (d) Instructi Yes (e) Learning Yes (f) Instructi Yes (g) Topical Yes (h) Instructi Yes (i) Assessm Yes (j) Method Yes (k) Date the Yes For Title IV (l) Out-of-of Yes (m) A descri	□ No prerequisites and/or corequisites □ No ponal contact hours/credits □ No	n) rk assignments
9.17	Do students ⊠ Yes	confirm that they receive a course syllabus and that it is followed?	
9.18	Are the cours	ses available when needed by the student in the normal pursuit of a program of study?	
9.19	Accountabili Yes How many c The followin Academic as	n able to verify the backup documentation to support the placement rate for the program(ty Report submitted to the Council? No Not Applicable (there have been no graduates) alls to employers or graduates were attempted? g number of calls was made to employers for the following programs; sociate's degree program in Criminal Justice: 5 sociate's degree in Paralegal: 9	s) as reported on the last Campus
	The followin	alls to employers or graduates were successful? g number of calls, by program was successful: sociate's degree program in Criminal Justice; 1	

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Academic as	enciato's degre	ee program in Paralegal: 4	
Academic as:	sociale's degre	re program in Patategat. 4	
		ul contacts confirmed the employment of the graduate as reported on the CAR	? Please explain any discrepand
and the second s	and the same the country of the same and the	cessful contacts and confirmations.	wax saveral
		uccessful contacts confirmed the employment of the graduates in the following paining employment for Criminal Justice: 1	programs:
		ning employment for Paralegal: 4	
		itionally, 15 students in the Criminal Justice and Paralegal programs, as listed rified. The team reviewed the following four files:	in question 3.05 have attestation
(b)(6)			
Was docume	ntation on file	to verify graduates classified on the CAR as "not available for placement"?	
Was docume ⊠ Yes	ntation on file	to verify graduates classified on the CAR as "not available for placement"?	
Yes Does the cam	☐ No npus participat	☐ Not Applicable in Title IV financial aid?	
⊠ Yes	☐ No npus participat	☐ Not Applicable	
⊠ Yes Does the carr ⊠ Yes	□ No npus participat □ No (Ski	□ Not Applicable e in Title IV financial aid? ip to question 9.24)	
✓ YesDoes the carr✓ YesDoes the carr	□ No npus participat □ No (Ski npus' written p	☐ Not Applicable ie in Title IV financial aid? ip to question 9.24) procedures (as evidenced by their academic credit analysis) support the written p	oolicy and definition of a credit
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✓ YesDoes the carr✓ YesDoes the carr	□ No npus participat □ No (Ski npus' written p	☐ Not Applicable ie in Title IV financial aid? ip to question 9.24) procedures (as evidenced by their academic credit analysis) support the written p	olicy and definition of a credit
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∑ Yes Does the carr Yes Does the carr hour as define Yes Yes ✓ Yes Yes ✓ Yes	No npus participat No (Ski) npus' written p ed by the U.S No nce that out-o	□ Not Applicable e in Title IV financial aid? ip to question 9.24) procedures (as evidenced by their academic credit analysis) support the written p i. Department of Education for Title IV funding? □ Not Applicable (Clock hour programs only) if-class work or the equivalency is being evaluated? □ Not Applicable (Clock hour programs only)	policy and definition of a credit
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	□ No npus participat □ No (Ski) npus' written p ed by the U.S □ No nnce that out-o □ No v describe the con of evaluati	□ Not Applicable e in Title IV financial aid? ip to question 9.24) procedures (as evidenced by their academic credit analysis) support the written procedures. Department of Education for Title IV funding? □ Not Applicable (Clock hour programs only) f-class work or the equivalency is being evaluated? □ Not Applicable (Clock hour programs only) documentation of evaluation viewed on site. cons in out-of-class work was viewed online for both the Criminal Justice and	I the Paralegal programs. Out-o
	□ No npus participat □ No (Ski) npus' written p ed by the U.S □ No nnce that out-o □ No v describe the con of evaluativas evident in	□ Not Applicable e in Title IV financial aid? ip to question 9.24) procedures (as evidenced by their academic credit analysis) support the written procedures. Department of Education for Title IV funding? □ Not Applicable (Clock hour programs only) f-class work or the equivalency is being evaluated? □ Not Applicable (Clock hour programs only) documentation of evaluation viewed on site. ons in out-of-class work was viewed online for both the Criminal Justice and various research focus topics presented by the instructors, to be completed	I the Paralegal programs. Out-oby students outside the threads
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	No spus participat No (Ski) spus' written p ed by the U.S No ence that out-o No describe the conor of evaluati vas evident in in written ref within the three wing appropria s. No onal equipmer No es. No	□ Not Applicable The in Title IV financial aid? The procedures (as evidenced by their academic credit analysis) support the written procedures (as evidenced by their academic credit analysis) support the written procedures (as evidenced by their academic credit analysis) support the written procedures (as evidenced by funding? □ Not Applicable (Clock hour programs only) The procedures (as evidenced by the instruction of evaluation viewed on site. The procedures (as evidenced by the instructors, to be completed lection papers or scenario-based presentations in PowerPoint. Students received discussions or in grade form, with evaluation. The procedures (as evidenced by the instructors, to be completed lection papers or scenario-based presentations in PowerPoint. Students received discussions or in grade form, with evaluation.	I the Paralegal programs. Out-o by students outside the threade
	No spus participat No (Ski) spus' written p ed by the U.S No ence that out-o No describe the conor of evaluati vas evident in in written ref within the three wing appropria s. No onal equipmer No es. No	□ Not Applicable The in Title IV financial aid? The procedures (as evidenced by their academic credit analysis) support the written procedures (as evidenced by their academic credit analysis) support the written procedures (as evidenced by their academic credit analysis) support the written procedures (as evidenced by funding? □ Not Applicable (Clock hour programs only) The procedures (as evidenced by the instruction of evaluation viewed on site. The procedures (as evidenced by the instructors, to be completed lection papers or scenario-based presentations in PowerPoint. Students received discussions or in grade form, with evaluation. The procedures (as evidenced by the instructors, to be completed lection papers or scenario-based presentations in PowerPoint. Students received discussions or in grade form, with evaluation.	I the Paralegal programs. Out-o by students outside the threade

VER. J	anuary 1, 2014 ACICS INITIAL, REEVALUATION, OR ADDITIONAL LOCATION INCLUSION REPORT	Page 49 of 73
9.25	Are the following elements appropriately incorporated into the instructional components of the program?	
	(a) Systematic planning. ⊠ Yes □ No	
	(b) Well-defined instructional objectives.	
	⊠ Yes □ No	
	(c) The selection and use of appropriate and current learning materials.	
	⊠ Yes □ No	
	(d) Appropriate modes of instructional delivery. ☐ Yes ☐ No	
	(e) The use of appropriate assessment strategies.	
	⊠ Yes □No	
	(f) The use of appropriate experiences.	
	⊠ Yes □ No	
9.27	Do the faculty members' qualifications meet the minimum requirements outlined in the Accret qualifications academically and experientially appropriate to the subject matter they teach and the level \boxtimes Yes \square No	
0.20	In the above of the formation and an about the total and doub annually and	
9.28	Is the size of the faculty appropriate to the total student enrollment? Yes \sum No	
9.29	Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of d Yes No	levelopment for the program?
9.30	Are teaching loads reasonable?	
E STER	⊠ Yes □ No	
9.38	Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours,	or their equivalent, earned over a
	period of four semesters, six quarters, or the equivalent?	400000
	⊠ Yes □ No	
9.39	Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area	of concentration?
	⊠ Yes □ No	
9.40	Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institu	tions offering the same degree?
	⊠ Yes □ No	
9.41	Is enrollment in the second academic year of the two-year program sufficient to support regularly schedulers	uled classes?
	Yes No Not Applicable (no students in the second year)	area classes.
9.42	Are the second-year courses based upon appropriate first-year prerequisites?	
2.72	Yes ☐ No ☐ Not applicable	
	ND CCD LAKEVILLE VILLETON	
	PROGRAM EVALUATION	
E	Bachelor's Degree in Criminal Justice: Major in Administration	
I	Bachelor's Degree in Criminal Justice: Major in Corrections	
I	Bachelor's Degree in Criminal Justice: Major in Investigations	
9.01	Is licensure, certification or registration required to practice in the specific career field? Yes No (Skip to question 9.02)	
22.0		
9.02	Who is assigned to administer the academic program(s), and what are this person's qualifications?	

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	Giannoni hol	ds a doctoral	degree in Adult Conti	onsible for administering the academ inuing Education from Northern Illino Lewis University in Romeoville, IL.	ois University in DeKalb,				
9.03	Does this individual possess appropriate academic or experiential qualifications? ☑ Yes ☐ No								
9.04	Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)? Yes \sum No								
9.05	Are the time	and resources	devoted to the admini	stration of the educational program(s)	sufficient?				
9.06	meet or exceed (a) Student i	ed- the standar	ds for the following at of 65% (programs >1 Not Applicate of 70%?	s and the requirements of the Councireas: year in length) OR 70% (programs < ol>	1 year in length)? ly)	hievement outcomes which			
	AC	ampus Effect xceed Counci	requirements?	llowing: at includes an improvement plan for t	this program with data, and	alysis and activities to meet			
9.07	The Criminal contact law e CRJS211-Co professional,	Justice progr nforcement as mmunication in their com	am utilizes community gencies in their own co for the CJ Professi munity and interview	they are utilized to enrich the program y resources within several of its course community for job shadowing, tours are conal, students were assigned the p cultural benefits and career goals. So r review feedback through online three	es through project assignment career goal development project of contacting a little tudents completed a reflection.	nt. As an example, in course bilingual law enforcement			
9.08	Is the utilizati ✓ Yes	ion of commu	nity resources sufficie	nt to enrich the program?					
9,09	Does the cur credential, or Yes		ence a well-organize	d sequence of appropriate subjects	leading to an occupation	nal objective, an academic			
9.10	Does the cata ⊠ Yes	log and/or oth	er advertising materia	al such as brochures and web site, accu	rately describe the program	m and its objectives?			
9,11	For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria? Yes Not Applicable (these elements are not part of the program or no student is at the point of needing them)								
9.12	Does the prog		pendent studies? p to question 9.14)						
9.14	Are the curric	culum and len	gth of the program app	propriate to meet the educational and p	placement objectives of the	e program?			
9.15	Are course p	rerequisites a	opropriate, are they id	lentified in the catalog and on the cou	arse syllabi, and are they b	being followed?			

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9.16	(a) Title and Yes (b) Course of Yes (c) Course of Yes (d) Instruction Yes (e) Learning Yes (f) Instruction Yes (g) Topical Yes (h) Instruction Yes (i) Assessmon Yes (j) Method Yes (k) Date the Yes For Title IV (l) Out-of-cond Yes	□ No prerequisites and/or corequisites □ No ponal contact hours/credits □ No	n) rk assignments
9.17	Do students	confirm that they receive a course syllabus and that it is followed?	
9.18	Are the cours	ses available when needed by the student in the normal pursuit of a program of study?	
9.19	Accountability Yes How many carriers were 1 How many carriers were 1 How many obstween the rathers were 8 If No, insert (Section 3-1-	nable to verify the backup documentation to support the placement rate for the program(sty Report submitted to the Council? No Not Applicable (there have been no graduates) alls to employers or graduates were attempted? 8 calls made to the employers. alls to employers or graduates were successful? 0 successful calls of the successful contacts confirmed the employment of the graduate as reported on the CAI number of successful contacts and confirmations. Function 3-1-303(a)" in parentheses and explain: -303(a): The team was not able to verify the backup documentation to support the placement exported during phone verification of job placements.	R? Please explain any discrepancy

(b)(6)						
(-7(-7						
l l						
	leg am suc	al system. Topics inclusion tendments, separation of accessful completion of the	de the structure of t f powers, judicial its course, students	he Constitution and its review, and court d will be able to identify	s amendments, historic ecisions pertinent to fy and discuss the bas	cal basis of the Constitution and i contemporary legal issues. Upo
	leg arrisuc and • CRJS	cal system. Topics inclu- tendments, separation of coessful completion of the dianalyze rights, procedu- tion to Pol- nctions within the crimi	de the structure of t f powers, judicial its course, students res, and issues as in icing – This course nal justice system.	he Constitution and its review, and court di will be able to identified terpreted by the courts presents an overvier Topics include histo	s amendments, historic ecisions pertinent to fy and discuss the bas s, w of contemporary la prical development, ro	eal basis of the Constitution and is contemporary legal issues. Upon ic structure of the US Constitution wenforcement agencies and the design and functions, the police sul-
)	leg arri suc and • CRJS fur cui	cal system. Topics inclu- tendments, separation of the analyze rights, procedu- 111 Introduction to Pol- nctions within the crimi- lture, ethics, corruption, actions of modern law er	de the structure of t f powers, judicial its course, students res, and issues as in icing – This course nal justice system, and civil liability. It	he Constitution and its review, and court di will be able to identified terpreted by the courts presents an overview Topics include history Upon successful comp	s amendments, historic ecisions pertinent to fy and discuss the bas s, w of contemporary la prical development, re- detion of this course, s	cal basis of the Constitution and it contemporary legal issues. Upon ic structure of the US Constitution wenforcement agencies and the oles and functions, the police sub- tudents will be able to describe the
	leg and suc and • CRJS fur cul fur tre • CRJS	cal system. Topics inclu- tendments, separation of the cossful completion of the danalyze rights, procedured in the procession of the criminal liture, ethics, corruption, actions of modern law ends and issues.	de the structure of the followers, judicial and issues as in icing — This course, and justice system, and civil liability. If forcement agencies diministration — This	he Constitution and its review, and court di will be able to identification the terpreted by the courts presents an overvier. Topics include history Jpon successful comp explain their histories s course examines the	s amendments, historic ecisions pertinent to fy and discuss the bas s, w of contemporary la orical development, ro detion of this course, s s and roles in society, the administration of the	cal basis of the Constitution and it contemporary legal issues. Upon ic structure of the US Constitution we enforcement agencies and the cless and functions, the police subtudents will be able to describe the and identify contemporary policing three components of the justice three components of the justice.
	leg and success CRJS fur cui fur tre CRIS sys rel jus	cal system. Topics inclu- tendments, separation of the cossful completion of the danalyze rights, procedured in the criminal latere, ethics, corruption, actions of modern law ethics and issues. 291 Criminal Justice Austream. Topics include prations, and practices, rightice administration, and	de the structure of the followers, judicial and issues as in icing — This course, and justice system, and civil liability. It forcement agencies deministration — This ersonnel roles and ghts of criminal justice principal administrative principal control of the followers and ghts of criminal justice.	he Constitution and its review, and court divil be able to identifice presents an overvier. Topics include history, cappain their histories, explain their histories s course examines the functions, issues and stice employees, laboriples and practices. Up	s amendments, historic ecisions pertinent to fy and discuss the bas s, w of contemporary la orical development, ro- detion of this course, s s and roles in society, the administration of the practices, rights of r relations, financial a pon successful comple	red States and its application to the cal basis of the Constitution and is contemporary legal issues. Upon its structure of the US Constitution we enforcement agencies and the cless and functions, the police subtudents will be able to describe the and identify contemporary policing the three components of the justic criminal justice employees, labeled ministration, study and scope of the first course, students will be
	leg am suc and • CRJS fur cui fur tre • CRJS sys rel jus ab	cal system. Topics inclusion and system. Topics inclusion of the distribution of modern law ends and issues. 1991 Criminal Justice A stem. Topics include parations, and practices, in tice administration, and le to describe the concept overify graduates class.	de the structure of the followers, judicial and course, students res, and issues as in icing — This course and justice system, and civil liability. It forcement agencies diministration — This resonnel roles and the ghts of criminal justices, terms, and realitices, terms, and realitices.	he Constitution and its review, and court divide a present an overvier. Topics include history presents an overvier. Topics include history pon successful comp, explain their historics is course examines the functions, issues and stice employees, laboriples and practices. Upes of criminal justice and	s amendments, historic ecisions pertinent to fy and discuss the bas s, w of contemporary la orical development, ro- eletion of this course, s s and roles in society, the administration of the dipractices, rights of r relations, financial a pon successful comple- administration.	cal basis of the Constitution and is contemporary legal issues. Upon ic structure of the US Constitution we enforcement agencies and the oles and functions, the police subtudents will be able to describe the and identify contemporary policinal interesting the policinal interest
Yes	leg anr suc an • CRJS fur cui fur tre • CRJS sys rel jus ab entation on file to	al system. Topics inclused and system. Topics inclused analyze rights, procedult I Introduction to Polections within the crimilature, ethics, corruption, actions of modern law ethics and issues. 291 Criminal Justice A stem. Topics include parations, and practices, ritice administration, and le to describe the conceptor verify graduates class. Not Applicable	de the structure of the followers, judicial and course, students res, and issues as in icing — This course, and justice system, and civil liability. It forcement agencies diministration — This resonnel roles and administrative princes, terms, and realities iffied on the CAR	he Constitution and its review, and court divide a present an overvier. Topics include history presents an overvier. Topics include history pon successful comp, explain their historics is course examines the functions, issues and stice employees, laboriples and practices. Upes of criminal justice and	s amendments, historic ecisions pertinent to fy and discuss the bas s, w of contemporary la orical development, ro- eletion of this course, s s and roles in society, the administration of the dipractices, rights of r relations, financial a pon successful comple- administration.	cal basis of the Constitution and is contemporary legal issues. Upon ic structure of the US Constitution we enforcement agencies and the oles and functions, the police subtudents will be able to describe the and identify contemporary policinal interesting the policinal interest
Yes	leg am suc and • CRJS fur cul fur tre • CRJS sys rel jus ab entation on file to	cal system. Topics inclusion and system. Topics inclusion of the distribution of modern law ends and issues. 1991 Criminal Justice A stem. Topics include parations, and practices, in tice administration, and le to describe the concept overify graduates class.	de the structure of the followers, judicial and course, students res, and issues as in icing — This course, and justice system, and civil liability. It forcement agencies diministration — This resonnel roles and administrative princes, terms, and realities iffied on the CAR	he Constitution and its review, and court divide a present an overvier. Topics include history presents an overvier. Topics include history pon successful comp, explain their historics is course examines the functions, issues and stice employees, laboriples and practices. Upes of criminal justice and	s amendments, historic ecisions pertinent to fy and discuss the bas s, w of contemporary la orical development, ro- eletion of this course, s s and roles in society, the administration of the dipractices, rights of r relations, financial a pon successful comple- administration.	cal basis of the Constitution and is contemporary legal issues. Upon ic structure of the US Constitution we enforcement agencies and the eles and functions, the police subtudents will be able to describe the and identify contemporary policinal interesting the policinal policinal interesting the policina
Yes oes the cam Yes	leg and success CRJS fur cui fur tre CRJS sys rel jus abi entation on file to No npus participate i	cal system. Topics inclused and system. Topics inclused analyze rights, procedured in the constant of the description of the description of the description of the constant of	de the structure of the followers, judicial and course, students the followers, and issues as in the followers of the followers, terms, and realition of the CAR of the followers of the follower	he Constitution and its review, and court divil be able to identification therefore the courts are presents an overvier. Topics include history and their histories in their histories course examines the functions, issues and stice employees, laboriples and practices. Upon company their histories of criminal justice are most available for as "not available for their histories are most available for a serious properties and practices are most available for a serious properties."	s amendments, historic ecisions pertinent to fy and discuss the bas s. w of contemporary la orical development, reletion of this course, s s and roles in society. The administration of the practices, rights of relations, financial appon successful complete dministration.	cal basis of the Constitution and contemporary legal issues. Up- ic structure of the US Constitution we enforcement agencies and the oles and functions, the police su- tudents will be able to describe the and identify contemporary policinal three components of the justice iminal justice employees, lab administration, study and scope

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9.23	Is there evide ⊠ Yes	ence that out-of	class work or the equivalency is being evaluated? Not Applicable (Clock hour programs only)	
	Documentation various resear papers or so	on of evaluatio rch focus topic enario-based p	ocumentation of evaluation viewed on site. ns for out-of-class work was viewed online for the Criminal Justice prograss presented by the instructors, to be completed by students outside the three resentations in Powerpoint. Students received weekly instructor feedback, with evaluation.	aded discussions, in written reflection
9.24	(a) Facilities✓ Yes	s. No onal equipment No es. No	te to adequately support the number and nature of the program?	
9.25	(a) Systema	tic planning. No ined instruction No ction and use o No iate modes of in	f appropriate and current learning materials. Instructional delivery. Instructional strategies.	n?
9.27			qualifications meet the minimum requirements outlined in the Ac and experientially appropriate to the subject matter they teach and the level Ac and Ac are the subject matter they teach and the level Ac and Ac are the subject matter they teach and the level Ac and Ac are the subject matter they teach and the level Ac are the subject matter they teach and the level Ac are the subject matter they teach and the level Ac are the subject matter they teach and the level Ac are the subject matter they teach and the level Ac are the subject matter they teach and the level Ac are the subject matter they teach and the level Ac are the subject matter they teach and the level Ac are the subject matter they teach and the level Ac are the subject matter they teach and the level Ac are the subject matter they teach and the level Ac are the subject matter they teach and the level Ac are the subject matter they teach and the level Ac are the subject matter they teach and the level Ac are the subject matter they teach and the level Ac are the subject matter the subject ma	
9.28	Is the size of ⊠ Yes	the faculty app	propriate to the total student enrollment?	
9.29	Is an adequat ☑ Yes	te core of full-	and part-time faculty employed to ensure sound direction and continuity	of development for the program?
9.30	Are teaching ⊠ Yes	loads reasonab	le?	
9.43			nired to complete the program at least 120 semester hours, 180 quarter hours, 12 quarters, or the equivalent?	ours, or their equivalent, earned over
9.44	Is there a min ✓ Yes	nimum of 60 se	emester hours, 90 quarter hours, or their equivalent in courses within the	area of concentration?
9.45		ion offers only	the last two years of the bachelor's degree program, do the catalog and all	advertising materials clearly describe

VER.	January 1, 2014	ACICS INITI	AL, REEVALUATION, OR ADDITIONAL LOCATION INCLUSION REPORT	Page 54 of 73
	☐ Yes	□ No	Not Applicable (institution offers all four years of the degree)	
9.46	Does the curr	riculum quant	itatively and qualitatively approximate the standards at other collegiate institu	itions offering the same degree?
9.47	Is enrollmen work?	t in the third	and fourth years of the bachelor's program sufficient to support regularly Not Applicable (no students in the third and fourth years)	scheduled classes and laboratory
9.48			ear courses based upon appropriate prerequisites?	
9.			ALUATION Degree in Graphic Design: Animation	
	Bachelor's D	egree in G	raphic Design: Animation	
	Bachelor's D	egree in G	raphic Design: Game Art	
	Bachelor's D	egree in G	raphic Design: Web Design	
	Bachelor's D	egree in So	oftware Development: Game Software Development	
9.01	Is licensure, cert		gistration required to practice in the specific career field? To question 9.02)	
9,02	Mr. Carey Ri bachelor's de	chards is the gree in Art S	ster the academic program(s), and what are this person's qualifications? program chair for the Game Art and Animation Department at Westwood Co studio from Colorado College in Colorado Springs, Colorado and a master's sity in Denver, Colorado. Mr. Richards owns and works in Media Arts for C	degree in 3D Animation/Digital
	degree in Ae Rensselear P	rospace Engir olytechnic Ins	rogram chair for the Game Software Department at Westwood College Onlineering from Boston College in Boston, Massachusetts and a master's degree stitute in Troy, New York. Mr. Leader, also, is the chief programmer for Idea manager from September 1997 to the present.	in Aeronautical Engineering from
	Visual Comn	nunications fr	gram chair for the Web Design Department at Westwood College Online, Dr. om the School of Visual Arts in New York, New York, a master's degree in New York, and a doctoral degree in Education from Capella University in Minn	Computer Art from the School of
	associate's de	gree in Art fro	program chair for the Graphic Design and Visual Communications Departmen om the University of West Florida in Pensacola, Florida; a bachelor's degree in ; and a master's degree in Graphic Design from Savannah College of Art and D	Art from the University of Central
9.03	Does this ind	ividual posses	s appropriate academic or experiential qualifications?	
9.04	Is there evide educational p Yes		program administrator has sufficient authority and responsibility for the deve	lopment and administration of the
9.05	Are the time	and resources	devoted to the administration of the educational program(s) sufficient?	

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	⊠ Yes	□ No	
9,06	meet or exceed (a) Student i Yes	gram meet the needs of its students and the requirements of the Council, as shown by studed-the standards for the following areas: retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)? No □ Not Applicable (Additional Location Inclusion only) placement rate of 70%? No □ Not Applicable (Additional Location Inclusion only)	ent achievement outcomes which
	AC	ties the campus provide one of the following: I ampus Effectiveness Plan (CEP) that includes an improvement plan for this program with data Exceed Council requirements? Yes \sum_{\text{No}} \text{No}	ata, analysis and activities to mee
9,07	The team co concentration insight from	nunity resources and describe how they are utilized to enrich the program(s). onfirmed the programs utilize their Program Activities Committee (PAC) to provide extended to the programs, also, utilized guest speakers who login online with the students. These reprofessionals, doing business in the field to ensure the students are learning the necessary seas, as well as, their respective locations.	sources provide the students with
9.08	Is the utilizat ⊠ Yes	ion of community resources sufficient to enrich the program?	
9.09	Does the cur credential, or Yes	rriculum evidence a well-organized sequence of appropriate subjects leading to an occuboth?	ipational objective, an academic
9.10	Does the cata ⊠ Yes	log and/or other advertising material such as brochures and web site, accurately describe the p No	program and its objectives?
9.11		s that include practica, externships, or internships, does the institution have a written and arrangement between the institution and the practicum site, including specific learning objective? No Solution Not Applicable (these elements are not part of the program or no stude)	ectives, course requirements, and
9.12	Does the prog	gram use independent studies? No (Skip to question 9.14)	
9.14	Are the curric	culum and length of the program appropriate to meet the educational and placement objectives No	s of the program?
9.15	Are course p	rerequisites appropriate, are they identified in the catalog and on the course syllabi, and are	they being followed?
9.16	(a) Title and Yes (b) Course n Yes (c) Course p Yes (d) Instruction Yes (e) Learning		

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	Yes
9.17	Oo students confirm that they receive a course syllabus and that it is followed? ☐ Yes ☐ No
9.18	are the courses available when needed by the student in the normal pursuit of a program of study? Yes \[\sum No \]
9.19	Vas the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campuccountability Report submitted to the Council? Yes No No Policiable (there have been no graduates) It was provided by the program of the program of Graphic Design: 6 to the program of Graphic Design. 6 to the program of Graphic Design-Animation: 3 to the program of Graphic Design-Game Art. 4 to the program of Graphic Design-Web Design: 4 to the program of Graphic Design-Web Design: 4 to the program of Graphic Design-Meb Design: 3 to the program of Graphic Design-Animation: 1 to the program of Graphic Design-Animation: 1 to the program of Graphic Design-Animation: 1 to the program of Graphic Design-Meb Design: 2 to the program of Graphic Design-Web Design: 3 to the program of Graphic Design-Game Art: 2 to the program of Graphic Design-Game Art: 4 to the program of Graphic Design
9.20	Vas documentation on file to verify graduates classified on the CAR as "not available for placement"?

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	⊠ Yes	□ No	☐ Not Applicable				
9.21	Does the carr		e in Title IV financial aid? p to question 9.24)				
9.22			procedures (as evidenced by their academic credit analysis) support the written Department of Education for Title IV funding? Not Applicable (Clock hour programs only)	policy and definition of a credit			
9.23	Is there evide ⊠ Yes	ence that out-o	f-class work or the equivalency is being evaluated? Not Applicable (Clock hour programs only)				
	The team eva		documentation of evaluation viewed on site. 's homework, which was appropriate for the subject matter and consistent witle syllabi.	the requirement, as defined on the			
9.24	(a) Facilities✓ Yes	s.	ate to adequately support the number and nature of the program?				
9.25	(a) Systema	tic planning. No ined instruction No ction and use of No iate modes of	appropriately incorporated into the instructional components of the program? onal objectives. of appropriate and current learning materials. instructional delivery. assessment strategies. experiences.				
9.27			qualifications meet the minimum requirements outlined in the Accre y and experientially appropriate to the subject matter they teach and the level				
9.28	Is the size of Yes	the faculty ap	propriate to the total student enrollment?				
9.29	Is an adequat ☑ Yes	te core of full-	and part-time faculty employed to ensure sound direction and continuity of	development for the program?			
9.30	Are teaching Yes	loads reasona	ble?				
9.38			quired to complete the program at least 60 semester hours, 90 quarter hours, ix quarters, or the equivalent?	or their equivalent, earned over a			

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	⊠ Yes	□ No					
9.39	Is there a mir	nimum of 30 se	mester hours, 45 quarter hours, or their equivalent in courses within the area	a of concentration?			
9.40	Does the curr	riculum quantit	atively and qualitatively approximate the standards at other collegiate institu	itions offering the same degree?			
9.41	Is enrollment ⊠ Yes	in the second a	academic year of the two-year program sufficient to support regularly sched Not Applicable (no students in the second year)	uled classes?			
9.42	Are the secon	nd-year courses	based upon appropriate first-year prerequisites? Not applicable				
9.43			ired to complete the program at least 120 semester hours, 180 quarter hours 12 quarters, or the equivalent?	s, or their equivalent, earned over			
9,44	Is there a mir	nimum of 60 se	mester hours, 90 quarter hours, or their equivalent in courses within the area	a of concentration?			
9.45		ion offers only tents for admission	the last two years of the bachelor's degree program, do the catalog and all advon? Not Applicable (institution offers all four years of the degree)	vertising materials clearly describe			
9.46	Does the curr	riculum quantit	atively and qualitatively approximate the standards at other collegiate institu	ations offering the same degree?			
9.47	Is enrollmen work?	t in the third a	nd fourth years of the bachelor's program sufficient to support regularly	scheduled classes and laboratory			
	⊠ Yes	□ No	☐ Not Applicable (no students in the third and fourth years)				
9.48	Are the third	and fourth-yea	ar courses based upon appropriate prerequisites?				
GENI	ERAL COMMI	ENTS:					
The te	am found the p	rogram was, ger	nerally, well-conceived, directed, and taught.				
manufacture, but your	MENDATION s a well- run can		etent, caring faculty, administration and staff, all dedicated to the single goal	of student success.			
9.]	PROGRA	M EVAI	LUATION				
1	Academic As	sociate's De	gree in Information Technology				
9.01	Is licensure, o ☐ Yes		egistration required to practice in the specific career field? to question 9.02)				
9.02	Mr. Jared St Information University, a certifications	Systems from and an association the following	er the academic program(s), and what are this person's qualifications? Program chair for the information technology programs. Mr. Spencer ho Robert Morris University, bachelor's degree in Information Systems M te's degree in Accounting and business management from Jefferson Co g areas; A+, Network+, Linux+, Linux (LPIC-1), IBM's certifications in pSe G, MCSA Windows 2000 and Windows Server 2003, MCITP Enterprise Adm	Management from Robert Morris ommunity College. He also has eries AIX Systems Administration			

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	and MCSE Windows Server 2012. In addition to his current position as program chair, Mr. Spencer has engineer with IBM since 1998,	s also been employed as a software
9.03	Does this individual possess appropriate academic or experiential qualifications? ☐ Yes ☐ No	
9.04	Is there evidence that the program administrator has sufficient authority and responsibility for the develocational program(s)? ☑ Yes ☐ No	relopment and administration of the
9.05	Are the time and resources devoted to the administration of the educational program(s) sufficient? ☐ Yes ☐ No	
9.06	Does the program meet the needs of its students and the requirements of the Council, as shown by student or exceed- the standards for the following areas: (a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)? ☐ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only) (b) Student placement rate of 70%? ☐ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)	udent achievement outcomes which
	If No, does the campus provide one of the following: A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with or exceed Council requirements? ⊠ Yes □ No	data, analysis and activities to meet
9.07	List the community resources and describe how they are utilized to enrich the program(s). Students are directed to attend webinars associated with the field of study. Adobe Connect is als communicate with students. The program chair and faculty members are using networking to identify a webinars and assist student in job search techniques.	
9.08	Is the utilization of community resources sufficient to enrich the program? ☑ Yes ☐ No	
9.09	Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occredential, or both? ☐ Yes ☐ No	ecupational objective, an academic
9.10	Does the catalog and/or other advertising material such as brochures and web site, accurately describe th ☑ Yes ☐ No	e program and its objectives?
9.11	For programs that include practica, externships, or internships, does the institution have a written a outlines the arrangement between the institution and the practicum site, including specific learning of evaluation criteria? Yes No Not Applicable (these elements are not part of the program or no students)	bjectives, course requirements, and
9.12	Does the program use independent studies? ☐ Yes ☐ No (Skip to question 9.14)	
9.14	Are the curriculum and length of the program appropriate to meet the educational and placement objective ☐ Yes ☐ No	ves of the program?
9.15	Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and a ⊠ Yes □ No	re they being followed?
9.16	Is an appropriately detailed syllabus on file for each course that includes: (a) Title and course descriptions	

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	⊠ Yes □ No	
	(b) Course numbers	
	Yes No	
	(c) Course prerequisites and/or corequisites	
	Yes No	
	(d) Instructional contact hours/credits	
	∑ Yes □ No	
	(e) Learning objectives	
	⊠ Yes □ No	
	(f) Instructional materials and references	
	⊠ Yes □ No	
	(g) Topical outline of the course	
	⊠ Yes □ No	
	(h) Instructional methods	
	⊠ Yes □ No	
	(i) Assessment criteria	
	⊠ Yes □ No	
	(j) Method of evaluating students	
	⊠ Yes □ No	
	(k) Date the syllabus was last reviewed	
	⊠ Yes □ No	
	For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit ho	our programs only:
	(l) Out-of-class work assignments that support the learning objectives for the course	
	Yes No Not Applicable (Additional Location Inclusion OR clock hour program)	
	(m) A description of the minimum amount of time a student is expected to spend on completion of the work	
	Yes No Not Applicable (Additional Location Inclusion OR clock hour program)	
	Z to the the terms of the terms	
9.17	Do students confirm that they receive a course syllabus and that it is followed?	
6.5.7	⊠ Yes □ No	
9.18	Are the courses available when needed by the student in the normal pursuit of a program of study?	
	⊠ Yes □ No	
9.19	Was the team able to verify the backup documentation to support the placement rate for the program(s)	as reported on the last Campus
3.00	Accountability Report submitted to the Council?	and taken the and their combine
	Yes No Not Applicable (there have been no graduates)	
	25 res 150 replicable (alere have been no graduates)	
	How many calls to employers or graduates were attempted?	
	Academic associate's degree program in information technology (IT-Other) 7	
	Academic associate's degree program in morniation technology (11-onic)	
	How many calls to employers or graduates were successful?	
	Academic associate's degree program in information technology (IT-Other) 1	
	Academic associate's degree program in mornation technology (11-Omer) 1	
	How many of the successful contacts confirmed the employment of the graduate as reported on the CAR?	Dlanca avalain any disaranana
	between the number of successful contacts and confirmations.	riease explain any discrepancy
	All successful calls confirmed the employment of the graduate as reported on the 2012 - 2013 CAR,	
0.20	Was 1. assessment of the second constitute of the second constitution of th	
9.20	Was documentation on file to verify graduates classified on the CAR as "not available for placement"?	
	200	
9.21	Does the campus participate in Title IV financial aid?	
	Yes No (Skip to question 9.24)	
	and the second state of th	Access of Early market and a second
9.22	Does the campus' written procedures (as evidenced by their academic credit analysis) support the written po	licy and definition of a credit
	hour as defined by the U.S. Department of Education for Title IV funding?	
	Yes No Not Applicable (Clock hour programs only)	

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9,23	Is there evide Xes	ence that out-of-class work or the equivalency is being evaluated? No Not Applicable (Clock hour programs only)	
	The team wa	y describe the documentation of evaluation viewed on site. as provided access to the online grade book and student homework assignments. Du complete homework assignments.	aring interviews with the students, they
9.24	(a) Facilities	□ No onal equipment. □ No es. □ No	
	⊠ Yes	□No	
9,25	(a) Systema	wing elements appropriately incorporated into the instructional components of the progratic planning. No fined instructional objectives. No ction and use of appropriate and current learning materials. No iate modes of instructional delivery. No of appropriate assessment strategies. No of appropriate experiences.	ram?
9.27		alty members' qualifications meet the minimum requirements outlined in the sacademically and experientially appropriate to the subject matter they teach and the \[\sum No \]	
9.28	Is the size of ☑ Yes	the faculty appropriate to the total student enrollment?	
9.29	Is an adequat ☑ Yes	te core of full- and part-time faculty employed to ensure sound direction and continuit No	ty of development for the program?
9.30	Are teaching ☑ Yes	loads reasonable?	
9,38		er of hours required to complete the program at least 60 semester hours, 90 quarter har semesters, six quarters, or the equivalent?	ours, or their equivalent, earned over a
9.39	Is there a min ✓ Yes	nimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within th	e area of concentration?
9.40	Does the curr ⊠ Yes	riculum quantitatively and qualitatively approximate the standards at other collegiate No	institutions offering the same degree?
9.41	Is enrollment	t in the second academic year of the two-year program sufficient to support regularly	scheduled classes?

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	⊠ Yes	□ No		Not Applic	able (no stud	ents in th	ne second	year)			
9.42	Are the seco	nd-year course		d upon appro] Not applica		ear prere	quisites?				
	ERAL COMM										
					the quality o	f education	on. The ac	cess to ce	ertifications	training and i	nstructors' expertise in the
neid	greatly enhance	the students le	earning.								
9.	PROGRA	M EVA	ALUA	ATION							
	Bachelor's D	Carlotte and a second	4000	Of the bridge at the	ment						
	Bachelor's D				political in						
	Bachelor's D	egree in C	Comput	ter Forens	ics						
	Occupationa	d Associate	es in In	nformation	and Net	vork T	echnolo	gies			
9.01	Is licensure,	certification or No (Ski		ration required estion 9.02)	l to practice i	n the spe	cific caree	er field?			
9.02	Mr. Jared S Information University, a certifications and Certified and MCSE V	Systems from and an associ in the following Specialist AF	e program om Robe ciate's de ving area AFS, MCS ver 2012.	nm chair for ert Morris U legree in Ac as; A+, Netw SA Windows	the informa inversity, baccounting an ork+, Linux+ 3 2000 and W	tion tech achelor's d busine , Linux (/indows \$	degree in degree in ss manag (LPIC-1), Server 200	rograms. Information of the second of the s	Mr. Spence ation System om Jefferso rtifications in P Enterprise	ms Managem on Communi in pSeries AD 2 Administrate	aster's degree in Internet ent from Robert Morri ty College. He also ha X Systems Administration or, Windows Server 2008 en employed as a software
9.03	Does this ind	lividual posses	ess approj	priate acaden	nic or experie	ential qua	lifications	?			
9.04	Is there evided educational positions of the education of		program	n administrat	or has suffic	ient autho	ority and i	responsib	ility for the	development	and administration of the
9,05	Are the time Xes	and resources	s devoted	d to the admir	nistration of t	he educa	tional prog	gram(s) si	afficient?		
9.06	meet or exce (a) Student Yes (b) Student Yes If No, do A Corre	ed- the standar retention rate of No placement rate No placement rate Ro coes the campus campus Effective exceed Council	ards for the of 65% (te of 70% us providentiveness	the following (programs >] Not Applicate (A?] Not Applicate the one of the the Plan (CEP) the	areas: I year in leng able (Additio able (Additio	th) OR 70 nal Locat nal Locat	0% (progr tion Inclus tion Inclus	ams ≤ 1 y ion only) ion only)	ear in lengt	h)?	vsis and activities to mee

The information technology - forensics program has a retention rate of 59%. The other bachelor programs that have students enrolled have met the retention rate standard.

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9.07	Students are communicate	directed to a with students	tes and describe how they are utilized to enrich the program(s). attend webinars associated with the field of study. Adobe Connect is also s. The program chair and faculty members are using networking to identify ad in job search techniques					
9.08	Is the utilization ✓ Yes	on of commu	nity resources sufficient to enrich the program?					
9.09	Does the curr credential, or b ⊠ Yes		ence a well-organized sequence of appropriate subjects leading to an occ	upational objective, an academic				
9.10	Does the catalo	og and/or oth	ner advertising material such as brochures and web site, accurately describe the	program and its objectives?				
9.11		For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and						
	Yes	□ No	Not Applicable (these elements are not part of the program or no stude	ent is at the point of needing them)				
9.12	Does the progr		pendent studies? ip to question 9.14)					
9.14	Are the curricu	ilum and leng	gth of the program appropriate to meet the educational and placement objective	s of the program?				
9.15	Are course pre ⊠ Yes	erequisites ar	ppropriate, are they identified in the catalog and on the course syllabi, and are	they being followed?				
9.16	(a) Title and (a) Yes (b) Course nu Yes (c) Course pr Yes (d) Instruction Yes (e) Learning Yes (f) Instruction Yes (g) Topical of Yes (h) Instruction Yes (i) Assessme Yes (j) Method of Yes (k) Date the s Yes For Title IV p	course descri No mbers No erequisites ar No nal contact he No objectives No nal materials No utline of the o No nal methods No nt criteria No f evaluating s No yllabus was No articipant ca	nd/or corequisites ours/credits and references course					

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	⊠ Yes	□ No	☐ Not Applicable (Additional Location Inclusion OR clock hour program	n)
9.17	Do students Yes	s confirm that t	hey receive a course syllabus and that it is followed?	
9.18	Are the cou	rses available v	when needed by the student in the normal pursuit of a program of study?	
9.19			fy the backup documentation to support the placement rate for the program(smitted to the Council? Not Applicable (there have been no graduates)	s) as reported on the last Camp
			ers or graduates were attempted? n in Information Technology - Forensics, Network Management, and Systems S	ecurity: 10
			rers or graduates were successful? n in Information Technology - Systems Security: 1	
	between the	number of suc	ful contacts confirmed the employment of the graduate as reported on the CAI contacts and confirmations. ned the employment of the graduate as reported on the CAR.	R? Please explain any discrepan
			itionally, 23 students in the various Information Technology programs, as listed rified The team reviewed the following five files:	1 in question 3,05 have attestation
9.20	Was docum ☑ Yes	entation on file	to verify graduates classified on the CAR as "not available for placement"? Not Applicable	
9.21	Does the ca		te in Title IV financial aid? ip to question 9.24)	
9.22			procedures (as evidenced by their academic credit analysis) support the written of Education for Title IV funding?	policy and definition of a credit

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9.23	Is there evide ☑ Yes	ence that out-o	class work or the equivalency is being evaluated? Not Applicable (Clock hour programs only)	
	The team wa	as provided h	ocumentation of evaluation viewed on site. mework assignments to review. During interviews with stuc- requirements.	dents and faculty, the team was advised of the
9.24	(a) Facilities✓ Yes	s. No onal equipmer No es. No	te to adequately support the number and nature of the program?	
9.25	(a) Systema	tic planning. No ined instruction No ction and use on No iate modes of No	appropriately incorporated into the instructional components of nal objectives. If appropriate and current learning materials. Instructional delivery. Assessment strategies. Experiences.	the program?
9.26	Are all facult	ty assigned to	each in no more than three fields of instruction, with no more	than five preparations?
9.27			qualifications meet the minimum requirements outlined and experientially appropriate to the subject matter they teach	
9.28	Is the size of ⊠ Yes		propriate to the total student enrollment?	
9.29	Is an adequat	te core of full-	and part-time faculty employed to ensure sound direction and	continuity of development for the program?
9.30	Are teaching ⊠ Yes	loads reasonal	le?	
9.31	Do all instruc ⊠ Yes	tors teach no	nore than 32 hours per week (except for an overload of one subj	ject allowed with additional compensation)?
9.32	and the second s	urrent student/ tudent/teacher	eacher ratio? ratio is 10:1 in the occupational associate's degree program in Ir	nformation and Network Technologies.
9.33	Is the current ⊠ Yes	student-teach	er ratio reasonable for the mode of delivery and course content	12

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9.34			equired to complete the occupational associate's degree at least 60 semester alent, earned over a period of four semesters, six quarters, or the equivalent?	hours, 90 quarter hours, or 1800
9.35	Does the curr ⊠ Yes	iculum quan No	titatively and qualitatively approximate the standards at other collegiate institu	utions offering the same degree?
9.36	Is enrollment ⊠ Yes	in the secon	d academic year of the two-year program sufficient to support regularly sched Not Applicable (no students in the second year)	uled classes?
9.37	Are the secon	d-year cours	ses based upon appropriate first-year prerequisites?	
9.38			quired to complete the program at least 60 semester hours, 90 quarter hours, six quarters, or the equivalent?	or their equivalent, earned over a
9.39	Is there a min ✓ Yes	imum of 30	semester hours, 45 quarter hours, or their equivalent in courses within the area	a of concentration?
9.40	Does the curr ☑ Yes	iculum quan	titatively and qualitatively approximate the standards at other collegiate institu	utions offering the same degree?
9.41	Is enrollment ⊠ Yes	in the secon	d academic year of the two-year program sufficient to support regularly sched Not Applicable (no students in the second year)	uled classes?
9.42	Are the secon	d-year cours	ses based upon appropriate first-year prerequisites? Not applicable	
9.43			quired to complete the program at least 120 semester hours, 180 quarter hours, 12 quarters, or the equivalent?	s, or their equivalent, earned over
9.44	Is there a min ✓ Yes	imum of 60	semester hours, 90 quarter hours, or their equivalent in courses within the area	a of concentration?
9.45	If the instituti the requireme Yes		y the last two years of the bachelor's degree program, do the catalog and all advission? Not Applicable (institution offers all four years of the degree)	vertising materials clearly describe
9.46	Does the curr	iculum quan	titatively and qualitatively approximate the standards at other collegiate institu	utions offering the same degree?
9.47	work?		and fourth years of the bachelor's program sufficient to support regularly	scheduled classes and laboratory
	⊠ Yes	☐ No	☐ Not Applicable (no students in the third and fourth years)	
9.48	Are the third-	and fourth-	year courses based upon appropriate prerequisites?	

GENERAL COMMENTS:

Overall students and faculty members are satisfied with the quality of education. The access to certifications training and instructors' expertise in the field greatly enhance the students learning.

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NONTRADITIONAL EDUCATION

Distance Education

X Yes

- Self-Paced Instruction
- Consortium Agreements

H.01 Who is assigned to provide administration of the distance education activities at the institution, and what are this person's qualifications?
Mr. Lou Pagano, chief operating officer of Westwood College Online, administers the distance education activities. Mr. Pagano holds a bachelor's degree in Electrical Engineering from SUNY at Buffalo and a master's degree in Engineering Management from National Technology University. He has held various executive level positions throughout the past 10 years at Westwood including campus president and regional vice president. His position is 100% administrative.

Mr. Pagano is supported by Dr. Aimee Callahan, academic dean, who oversees the online curriculum in collaboration with the academic affairs curriculum design team members, program chairs, students, faculty, and academic operations managers. Dr. Callahan has a doctoral degree in Adult Learning and Postsecondary Education; two master's degrees, one in Adult Learning and Postsecondary Education and one in Communication & Journalism; and a bachelor's degree in Theatre and Dance; all of her credentials are from the University Wyoming.

	in Communication & Journalism; and a bachelor's degree in Theatre and Dance; all of her credentials are from the University Wyoming.
H.02	Does this individual possess appropriate academic or experiential qualifications? ⊠ Yes □ No
H.03	Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of this mode of delivery? ☑ Yes ☐ No
H.04	Are the time and resources devoted to the administration of distance education sufficient? ☐ Yes ☐ No
H.05	Did the institution receive approval from ACICS prior to using distance education as a mode of delivery? ☐ Yes ☐ No
H.06	Does the institution have a plan to implement distance education instruction? ☐ Yes ☐ No
	The campus offers all of its programs exclusively online. Therefore, all academic and students services are provided through an asynchronous virtual environment with adequate on-ground facilities and telecommunications to support its operations.
	The course/program content and delivery format is developed by its parent company, Alta Colleges, Inc., central administration curriculum team whose members include master's prepared personnel with over 40 years of combined experience in instructional design, including 25 years in online development. The team collaborates with subject-matter experts from each content area. Ultimately, administration and faculty, review, give feedback, and make recommendations to ensure curricula are aligned with and meeting students expectations and fulfilling its campus mission. A memorandum documents this system.
H.07	If the institution has a plan, does it include the following: (a) Rationale? Yes No (b) Resources? Yes No (c) Course/program objectives? Yes No (d) Course content? Yes No (e) Student assessment? Yes No
H.08	Does the institution integrate this plan into the Campus Effectiveness Plan?

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11.00		
H.09	Is the delivery method appropriate for students and the curriculum? Yes \sum No	
H.10	Are admission requirements for distance education courses/programs identified by the institution? ☐ Yes ☐ No ☑ Not Applicable (no additional admissions requirements)	
	As previously stated, the campus offers all of its programs exclusively online; therefore, there are no distinc requirements for online versus on campus programs.	tions between its admissions
H.11	If an admissions test is required, is it administered in a manner which verifies the student's identity? ☐ Yes ☐ No ☐ Not Applicable (no admissions test required)	
H.12	Does the institution make it clear in writing at the time of enrollment how the student's identity will be ve and program? No Not Applicable	rified throughout the course
H.13	Does the institution make it clear in writing at the time of enrollment how the student's privacy will verification process? ☑ Yes ☐ No	be protected in the identity
H.14	Does the institution make it clear in writing at the time of enrollment if the student will be assessed any associated with the verification of student identity? Yes No	y additional charges or fees
	If Yes, explain how and when this information is disclosed. There are no additional charges or fees associated with the verification of student identity.	
H.15	Do students confirm that the institution clearly and appropriately states any requirements they must possess assess this mode of delivery during the admissions/enrollment process? ☑ Yes ☐ No	or have access to in order to
H.16	Does the institution provide an on-line orientation program to familiarize students with the equipment and reducation activities? ☑ Yes ☐ No	esources used in the distance
H.17	Do syllabi identify course learning objectives and does each course learning objective support one or more prog ⊠ Yes □ No	gram learning outcomes?
H.18	Describe how the courses provide opportunities for interaction between faculty and students. The following strategies are used to facilitate online faculty and student interaction: an "Announcements' provides directives through instructor postings; a threaded discussion forum in which students are required responses for which they receive instructor feedback; and an assignment feature with a grade book link that an instructor and individual student. In addition, students are encouraged to contact their instructors be individual or personal response is needed-the instructor's contact information is accessible through the course and observation of scheduled online courses and 98% of the responses to a student questionnaire given while these interactions.	to post statements and peer provides a dialogue between by email or telephone if an arse's home page. Access to
	Are these opportunities sufficient and appropriate? ☑ Yes ☐ No	
H.19	Describe how the courses provide opportunities for interaction among students. Students interact with peers through threaded discussion forums that require direct responses to pee assignments that require dialogue among group members using email, telecommunications, or schedule appropriate; and an email utility feature in each course that provides the ability to send group or individual	ed face-to-face meetings as

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	and observation of scheduled online courses and 97% of the responses to a student questionnaire give	en while the team was on-site verify
	these interactions.	
	Are these opportunities sufficient and appropriate? ☐ Yes ☐ No	
H.20	Does the institution demonstrate that the clock or credit hours required and awarded are appropriate for using a thoroughly developed rationale? Yes No	r the degrees and credentials offered
H.21	Is the curriculum administered in a way that maintains security of access? ☐ No	
H.22	Describe the student identity verification method used by the campus. Students are assigned access to MyPath through the SMART student information system. When a Westwood College Online students they are assigned their own login information which allows them email. This login verifies the student is "the student who enrolled at the campus." Page 71 of the College-Online, Volume 6, NO. 1 explicitly outlines the "Prohibited Use of Information Technology Formpted to review this outline during the online orientation.	access to MyPath and their campus 2014 Academic Catalog Westwood
	Is this method adequate? ☐ Yes ☐ No	
H.23	Does the institution employ academically and experientially credentialed faculty to teach online cours ⊠ Yes □ No	ses?
H.24	Describe the institutions learning management system. The Blackboard learning management system is utilized to deliver online courses. The campus refers is an institutional shell with a home page that enables students, faculty, and staff to connect to Black student resources, career services and other information and support through a single log in.	
H.25	Are the faculty properly trained to utilize the institutions learning management system for purposes assessment? ☐ Yes ☐ No	of instruction, communication, and
H.26	Does the institution provide an accessible and reliable learning management system and technical su instruction and learning? ☑ Yes ☐ No	pport to effectively facilitate online
H.27	Does the institution demonstrate appropriate faculty student ratios to support:	
	 (a) Faculty and student interaction? 	
H.28	Is there evidence that appropriate faculty development plans have been developed and implemented members teaching online courses, including documentation to support completed activities listed on the Yes No	
H.29	Does the institution have adequate financial resources to support the courses/program(s)?	

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H.30	Does the inst as on ground ⊠ Yes		ate that students taking online courses have access to the same or e equiva-	alent library resources and support
Н.31	support)? Students are a format access support access quizzes and a student responsystem.	required to comp sible through My ss, student resource graded assignmen	nt online students to its learning management system, resources, and sup- lete an online orientation prior to beginning coursework. The orientation Path. Students participate in activities which familiarize them with learn the information and access, and student success lessons. The virtual works that throughout the process. In response to a questionnaire given by the of they had participated in the orientation. A majority of students confirm	is provided in a self-paced, online sing platform navigation, technical shop requires students to complete the team while on-site, 92% of the
	⊠ Yes	□ No		
H.32	students in th (a) Counseli Yes (b) Academi Yes (c) Financia Yes (d) Employr	e follow areas: ing? No ic advising? No I aid? No ment assistance?	□ Not Applicable (Institution does not participate in financial aid)	
	⊠ Yes	□ No	Not Applicable (Institution enrolls only international students on a s	tudent visa)
H.33	Yes	□ No ⊠	ives for online courses the same as the learning objectives for the same o N/A ground courses; therefore, there is no basis for or validity of comparison	
H.34	Does assessm ⊠ Yes	nent and assignme	ents demonstrate student achievement of course learning objectives?	
H.35	(a) Course/p Yes (b) Student i Yes (c) Student s Yes (d) Faculty s Yes	orogram evaluation No No retention and place No satisfaction? No	that it conducts the following: ons (including assessments of educational outcomes)? cement?	
H.36	Does the inst and promotio Yes		lose what forms of instruction it uses in its catalog and web site and, w	hen appropriate, in its advertising

GENERAL COMMENTS:

To obtain a robust sample of student and faculty perspectives who are engaged in an exclusively online, off-site environment students and faculty were invited via email to participate in an anonymous survey through SurveyMonkey®. Within a 24-hour period while the team was on-site, nearly 500 students and over 100 faculty members responded. Student responses to queries about orientation, reviewing syllabi and objectives, interactions

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with faculty and peers, and access to student services, resulted in a 97% positive response rating. Faculty member responses to queries about interactions with students, teaching approaches, administrative support, and use of community resources, resulted in a 98% positive response rating. Questions were objective with "yes/no" responses, and space was provided for brief comments. The data collected was deleted immediately following a review of the analyses generated by the site and the comments. The reliability of the surveys is comparable to on-site classroom visits, faculty meetings, and individual interviews. The validity of the responses is no greater than providing a sample of student and faculty perspectives about their experiences.

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SUMMARY

The institution is not in compliance with the Accreditation Criteria in the following areas:

Number	Citation	Summary Statement
1	3-1-303(a)	The school does not keep adequate records as it relates to accreditation and licensure or the CAR, specifically regarding placement classifications, attestations, and waiver verification (pages 8-11, 31-32, 37, 41, 45, 49, 53-4, 58, and 67).
2	3-1-303(e), 3-1-701, and Appendix C	The catalog does not contain an explanation of the grading system that is consistent with the one that appears on the transcript (page 11 and 22).

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RECOMMENDATIONS

The evaluation team offers the following recommendations for the institution's consideration (*These recommendations are not included in the report seen by the Council*):

Publications

 Combine multiple addenda into one document with appropriate date headings for changes, to avoid accidental exclusion of separate sections.

Library

 Renew the lapsed subscription to the EBSCO Master Search database to enhance student research resources in the undergraduate and graduate business programs.

Computer Aided Design/Architectural Drafting

Faculty suggested an interview process for students coming into the Computer Aided Design/Architectural Drafting program. This
approach does not need to be stringent, such as a portfolio requirement but more of a casual conversation an inquiry into the individual's
ideas on the industry and what is involved.



NEW GRANT

WESTWOOD COLLEGE - SOUTH BAY 19700 South Vermont Torrance, CA 90502 ACICS ID Code: 00027056

Mr. Chris Turen, Campus President ((b)(6) @westwood.edu)

September 30, 2013 - October 1, 2013

Dr. Joyce J. Caton	Chāir	Retired Educator	Wentzville, MO
Ms. Donna L. Reed	Student-Relations Specialist	Retired Med/Tech College	Indianapolis, IN
Dr. Ronald T. Mosley	Educational Activities/Library	Retired Alabama SDE	Boaz, AL
Ms. Melba Miles	Business Administration Specialist	Park University	Stockbridge, GA
Mr. Khaled M. Sakalla	Computer Aided Design/ Architectural Drafting & Construction Management Specialist	Campus President IADT	Seattle, WA
Mr. Alex Yarbrough	Criminal Justice Specialist	Virginia College	Chelsea, AL
Joseph Aranyosi	Graphic Design, Visual Communications & Game Art Specialist	Career Education Corporation	Crystal Lake, IL
Mr. Thomas Phillips	Information and Network Technologies Specialist	Retired	Tinton Falls, NJ
Mr.Philip Bulone	Interior Design Specialist	Campus Director of Education IADT	Tampa, FL
Dr. Joshua Jayasingh	Medical Insurance Billing and Coding, Medical Assisting, & Medical Office Management Specialist	Program Chair NY Institute of English & Business	Richmond Hill, NY
Ms. Erica Boothe	Accreditation Coordinator	ACICS	Washington, D.C.

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PROGRAMS OFFERED BY WESTWOOD COLLEGE – SOUTH BAY TORRANCE, CA

ACICS EREDENTIAL Bachelor's Bachelor's Bachelor's	APPROVED PROGRAM TITLE Business Administration: Major in Accounting Business Administration Major in Healthcare Management Business Administration Major in Management	Clock Hrs. 1820	Qtr. Hrs. 180	Full- time/ Part- time	20 Ret. 60%	Pla. 100%	Ret.	11 Pla
Bachelor's Bachelor's	Business Administration: Major in Accounting Business Administration Major in Healthcare Management Business Administration Major in Management	1820 1820	180	1/0				_
Bachelor's	Major in Accounting Business Administration Major in Healthcare Management Business Administration Major in Management	1820	7.4		60%	100%	NA	
3achelor's	Major in Healthcare Management Business Administration Major in Management		180	1.00				N/A
	Major in Management			15/4	76.19%	100%	72%	N/G
Bachelor's		1820	180	19/10	70.11%	100%	59%	N/G
	Business Administration Major in Marketing Management	1820	180	6/3	70.97%	100%	82%	N/G
Academic Associate's	Criminal Justice	905	90	60/12	88.46%	N/G	N/A	N/A
Academic Associate's	Computer Aided/ Architectural Drafting	1205	90	11/8	75%	71.43%	75%	33%
Bachelor's	Construction Management	1945	180	9/2	68.75%	100%	72%	100%
Bachelor's	Graphic Design: Major in Game Art	2325	180	16/6	76.39%	100%	72%	50%
Bachelor's	Information Technology: Major in Systems Security	2350	180	8/7	66.67%	100%	75%	100%
Bachelor's	Interior Design	2330	180	6/5	84.85%	100%	64%	100%
Bachelor's	Graphic Design: Major in Visual Communications	2305	180	15/5	84.09%	100%	66%	100%
Academic Associate's	Graphic Design	1205	90	34/8	76.19%	N/G	N/A	N/A
Academic Associate's	Paralegal*	925	90	0	70.83%	42.86%	63%	100%
Academic Associate's	Business Administration	910	90	46/11	95.24%	N/G	N/A	N/A
Academic Associate's	Construction Management	965	90	12/2	88.89%	N/G	N/A	N/A
Academic Associate's	Medical Insurance Coding and Billing	1080	90	10/5	N/A	N/A	N/A	N/A
Diploma	Medical Assisting	955	69.5	48/11	100%	N/G	N/A	N/A
Academic Associate's	Medical Office Management	945	90	5/3	N/A		N/A	N/A
Bachelor's	Criminal Justice: Major in Administration	1820	180	105/30	73.91%	83.95%	71%	78%
Bachelor's	Criminal Justice: Major in Corrections	1805	180	.3/0	100%	N/G	N/A	N/A
Bachelor's	Criminal Justice: Major in Investigations	1820	180	11/1	92.86%	N/G	N/A	N/A
Academic Associate's	Information and Network Technologies	1225	90	19/4	90%	N/G	N/A	N/A
1: A A A A A A A A A A A A A A A A A A A	ssociate's cademic ssociate's achelor's cademic ssociate's cademic ssociate's cademic ssociate's cademic ssociate's achelor's achelor's achelor's achelor's	ssociate's cademic ssociate's cademic ssociate's cachelor's cachel	ssociate's cademic ssociate's cademic ssociate's cachelor's cachel	ssociate's cademic sociate's Computer Aided/ Architectural Drafting achelor's Construction Management 1945 180 achelor's Graphic Design: Major in Game Art achelor's Information Technology: Major in Systems Security achelor's Graphic Design 2330 180 visual Communications achelor's Graphic Design 1205 90 sociate's cademic sociate's cademic Sociate's cademic Business Administration 910 90 sociate's cademic Sociate's cademic Medical Insurance Coding and Billing iploma Medical Assisting 955 69.5 achelor's Criminal Justice: Major in 1820 180 Administration achelor's Criminal Justice: Major in 1820 180 Corrections achelor's Criminal Justice: Major in 1820 180 Investigations achelor's Criminal Justice: Major in 1820 180 Investigations cademic Information and Network Technologies	cademic Sociate's Computer Aided/ Architectural Drafting Sociate's Architectural Drafting Sociate's Construction Management Sociate's So	Computer Aided/ 1205 90 11/8 75%	Computer Aided/Architectural Drafting	Computer Aided/ 1205 90 11/8 75% 71.43% 75%

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INTRODUCTION

In 2002, Alta Colleges purchased the Practical School location in metropolitan Los Angeles. The campus was renamed Westwood College – South Bay and relocated to a temporary site in Long Beach. The campus moved to its current location in Torrance, California in August 2005 and was officially identified as Westwood College – South Bay shortly thereafter. Westwood College – South Bay has additional locations, Westwood College – Arlington Ballston and Westwood College – Annandale located in Virginia.

Torrance is a city incorporated in 1921 and located in the South Bay (southwestern) region of Los Angeles County, California. Torrance has 1.5 miles of shore-front beaches on the Pacific Ocean. The population of Torrance was 145,438 at the 2010 census. This residential and light high-tech industry city is known for its low crime rates as the city consistently ranks among the safest cities in Los Angeles County. Torrance is home to the U.S. headquarters of two of the three largest Japanese automakers, Toyota Motor Sales, U.S.A. (overseas office of Toyota), and American Honda Motor Company. Robinson Helicopters are designed and built in Torrance as are Honeywell's Garrett turbochargers used on automobile engines worldwide. Alcoa Fastening Systems is headquartered in Torrance, as well, producing aerospace fasteners. Pacific Sales, PC Mall and Pelican Products are among the other companies based in Torrance. These industries provide a good base for employment of Westwood – South Bay students.

Because of an increased focus on associate degree programs in 2011-2012, Westwood College started evaluating the need for changing the College's mission statement. The process began with the appointment of a committee made up of central administration, campus wide and external representation. The goal of the committee was to obtain a better understanding of students and employers' views of Westwood. The committee met to discuss findings and exchange ideas on how to transition the Westwood focus from a predominantly bachelor's degree granting academic college to a predominantly associate degree granting college, while retaining Westwood's focus on graduate employment. After forming a system wide committee to study and re-write the mission statement, it was distributed to all campuses for review. The new mission statement was approved by ACICS in December 2012 and was published in January 2013.

Demographics of Westwood – South Bay students indicate that 55% are enrolled in bachelor's degree programs, 38% in associate's degree programs, and 7% are diploma students. Most of the students at the campus are non-traditional students with an average age of 28 years of age. The mix between female and male students is nearly equal with 54% women and 46% male. The ethnicity of the student population consists of 16% African American, 5% Caucasian, 38% Hispanic, less than 1% Native American, 6% Asian-Pacific Islander, 1% other, and 33% unknown.

None of the programs at Westwood – South Bay are programmatically accredited. Although the associate's degree in Paralegal has no enrollment at the time of the team visit, the campus is willing to continue to make the program available to interested students.

1. MISSION

1.01	Give the page number in the campus catalog on which the mission statement can be found. The mission statement can be found on page 8 of the 2013 Academic Catalog-6613, volume 4-No.2, revised May 2013.
1.02	Does the campus have an appropriate mission statement with a set of supporting objectives? ☑ Yes ☐ No
1.03	Are the objectives devoted substantially to career-related education? ☑ Yes ☐ No
1.04	Are the objectives reasonable for the following? (a) The programs of instruction ☐ Yes ☐ No (b) The modes of delivery. ☐ Yes ☐ No (c) The facilities of the campus. ☐ Yes ☐ No
1.05	Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public? Yes \text{No} No

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1.06	Is the campus committed to successful implementation of its mission? ☑ Yes ☐ No
CAM	PUS EFFECTIVENESS
1.07	Does the campus have a current Campus Effectiveness Plan (CEP)? ☑ Yes ☐ No
1.08	If the campus is an additional location, does the additional location have its own CEP, separate from the main campus IEP? Yes No Not Applicable
1.09	Does the CEP describe the following? (a) The characteristics of the programs offered. ☐ Yes ☐ No (b) The characteristics of the student population. ☐ Yes ☐ No (c) The types of data that will be used for assessment. ☐ Yes ☐ No (d) Specific goals to improve the educational processes. ☐ Yes ☐ No (e) Expected outcomes of the plans. ☐ Yes ☐ No
1.10	Are the following five required elements evaluated in the CEP? (a) Student retention. Yes No (b) Student placement. Yes No (c) Level of graduate satisfaction. Yes No (d) Level of employer satisfaction. Yes No (e) Student learning outcomes. Yes No
1.11	Define the student learning outcomes used by the campus and how these outcomes are being assessed. One specific measurement of student learning outcomes is the use of projects that measure student success in meeting to course outcomes in three areas: knowledge, skill and attitude. These projects include such things as a capstone project, senior seminar, or portfolio review. In addition, some allied health programs utilize externships. The campus all conducts a student grade distribution analysis for each term, and a documented a five-term analysis and comparison for each term.
1.12	Are the following identified and described in the CEP? (a) The baseline data for each outcome. Yes No (b) The data used by the campus to assess each outcome. Yes No (c) How the data was collected. Yes No (d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes. Yes No If No for any applicable item, insert the section number in parentheses and explain: (Section 3-1-111): The CEP does not identify baseline data for any of the five elements measuredretention, placements.

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1,13	Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes? Yes \sum No
1.14	Has the campus published specific activities that will be undertaken to meet placement and retention goals? ☑ Yes ☐ No
1.15	Describe the specific activities that the campus will undertake to meet these goals. The campus retention improvement plan includes the following activities: coordinating with admissions to insure suitability of program choices; establishing a reporting system for faculty to identify student issues; providing advice to students with performance issues; adding tutoring for specific business subjects; initiating mentoring relationships with senior successful students through Westwood Inc. Business Association; and scheduling ongoing meetings for students identified with issues.
	The campus will continue the following placement activities: supplying all pre-graduates and graduates with program appropriate job leads through weekly email job lead packets, job fairs and on-campus recruitments; increasing awareness of career services resources available for students and graduates such as an open house each term; encouraging participation in student clubs, leadership groups, and focus groups; providing job search skills and career advising through participation in internships; assisting students in creating professional resumes and cover letters; and participating in mock interviews and creating professional portfolios where appropriate.
1.16	Does the campus have documentation to show the following? (a) That the CEP has been implemented. ☐ Yes ☐ No (b) That specific activities listed in the plan have been completed. ☐ Yes ☐ No (c) That periodic progress reports have been completed. ☐ Yes ☐ No
1.17	Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee. Mr. Christopher Turen, campus president, oversees the development and monitoring of the CEP supported by a committee of Ms. Katherine Wallace, executive assistant; Mr. Sara Matin, campus academic dean; Mr. Dale Fields, librarian; Ms. Monica Shakin, director of career services; Ms. Nadya Garcia, assistant director of student support; and Mr. Andre Holly, director of admissions. Mr. Turen holds a bachelor's degree in Criminal Justice from Long Island University and a master's degree in Business Administration from the University of Redlands. He has served as campus president for over five years. Prior Westwood experience includes serving as executive director for the Redstone campus and regional associate director for the Los Angeles region. Prior to Westwood, Mr. Turen served in various roles with United Education Institute, The Chubb Institute and Kaplan, Inc. over a period of 11 years. His credentials and experience qualify him to be responsible for implementing and monitoring the CEP.
1.18	Does the campus have documentation to show that the CEP is evaluated at least annually? ☑ Yes ☐ No
GENE	ERAL COMMENTS:
In Jan	uary of 2013 Westwood College rolled out a new mission statement and supporting values statements that was developed through a

In January of 2013 Westwood College rolled out a new mission statement and supporting values statements that was developed through a rigorous process involving all levels of personnel and stakeholders. The newly developed mission statement reflected changes brought about from an increased emphasis on associate degree programs. All faculty and staff were trained on the the new mission in on campus training sessions as well as webinars.

COMMENDATIONS:

The campus is commended for the development of measurements, goals, and follow-up for retention, placement, graduate satisfaction, and employer satisfaction in the CEP.

2. ORGANIZATION

2.01	(a) Governance, control, and corporate organization. ☐ Yes ☐ No
	(b) Names of the trustees, directors, and/or officers.
	✓ Yes ☐ No(c) Names of the administrators.
	Yes No
2.02	Does the campus:
	(a) Adequately train its employees?
	✓ YesNo(b) Provide them with constant and proper supervision?
	Yes No
	(c) Evaluate their work?
	⊠ Yes □ No
2.03	Is the administration of the campus efficient and effective?
	⊠ Yes □ No
2.04	Does the campus maintain written documentation to show that faculty and staff members:
	(a) Clearly understand their duties and responsibilities?
	⊠ Yes □ No
	(b) Know the person to whom they report? ☐ Yes ☐ No
	(c) Understand the standards by which the success of their work is measured?
	⊠ Yes □ No
2.05	Does the administration maintain documentation of the evaluation of the faculty and staff?
	⊠ Yes □ No
2.06	Has the campus adopted a policy on academic freedom that has been communicated to the faculty?
	⊠ Yes □ No
2.07	Does the campus have an appropriate grievance policy for faculty and staff?
	⊠ Yes □ No
2.08	Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name
	and address of ACICS? ⊠ Yes □ No
	⊠ res □ No
2.09	Who is responsible for the financial oversight of the campus, and what are this person's qualifications?
	Mr. Christopher Turen, campus president, is responsible for the financial oversight of the campus under the direction of the
	CFO at corporate headquarters. As previously stated, he holds a bachelor's degree in Criminal Justice from Long Island
	University and a master's degree in Business Administration from the University of Redlands. He has served as campus
	president for over five years. Prior Westwood experience includes serving as executive director for the Redstone campus and regional assocciate director for the Los Angeles region. Prior to Westwood, Mr. Turen served in various roles with United
	Education Institute. The Chubb Institute and Kanlan, Inc. over a period of 11 years. His credentials and experience qualify

GENERAL COMMENTS:

him to be responsible for the financial oversight of the campus.

The implementation of policies and procedures and overall organization of the campus contribute to the efficiency and effectiveness of campus activities.

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3. ADMINISTRATION

3.01	Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study? Yes \text{No} \text{No}
3.02	Are all staff well trained to carry out administrative functions? ☑ Yes ☐ No
3.03	Who is the on-site administrator, and what are this person's qualifications? Mr. Turen, campus president, is the on-site administrator. As previously stated, he holds a bachelor's degree in Criminal Justice from Long Island University and a master's degree in Business Administration from the University of Redlands. He has served as campus president for over five years. Prior Westwood experience includes serving as executive director for the Redstone campus and regional assocciate director for the Los Angeles region. Prior to Westwood, Mr. Turen served in various roles with United Education Institute, The Chubb Institute and Kaplan, Inc. over a period of 11 years.
3.04	Does the campus list degrees of staff members in the catalog? ☑ Yes ☐ No
	If <i>Yes</i> , is appropriate evidence of the degrees on file? ☑ Yes ☐ No
3.05	Is there evidence that the campus keeps adequate records to support the following administrative operations? (a) Financial aid activities. Yes
3,06	Does the campus admit ability-to-benefit students? ☐ Yes No (Skip to Question 3.11.)
3.11	Do student files contain evidence of graduation from high school or the equivalent? ☑ Yes ☐ No
3.12	Are appropriate transcripts maintained for all students? ☑ Yes ☐ No

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3,13	Is the grading system fully explained on the transcript, and is it consistent with the grading system catalog? ☐ Yes ☐ No	em that appears in the campus
3.14	Are student records protected from theft, fire, water damage, or other possible loss? ☑ Yes ☐ No	
3.15	Does the campus maintain transcripts for all students indefinitely? ☐ Yes ☐ No	
3.16	Does the campus maintain admissions data and other records for at least five years from the students? \boxtimes Yes \square No	last date of attendance for all
	MENDATIONS: am commends the campus for keeping all files in fire-proof cabinets for added protection.	
4.]	RELATIONS WITH STUDENTS	
4.01	How many student files were reviewed during the evaluation? The team reviewed 50 student files with an equal representation of active, withdrawn, and greeview of unofficial transcripts, ledger cards, and financial aid files.	aduate students, along with a
4,02	Does the campus ensure that its student relations reflect high ethical standards? ☑ Yes ☐ No	
4.03	Does the campus have appropriate admissions criteria? ☑ Yes ☐ No	
4.04	Does the campus contract with third parties for admissions and recruiting purposes? ☐ Yes ☐ No	
4.05	Is there evidence to document that admissions criteria are applied consistently to all students admitted admissions criteria (e.g., that students admitted into specific programs for the same start dat admissions criteria)? Yes \sum No	
4.06	Does the admissions policy conform to the campus's mission? No □ No	
4.07	Is the admissions policy publicly stated? ☑ Yes ☐ No	
4.08	Is the admissions policy administered as written? ☑ Yes ☐ No	
4.09	Does the campus use an enrollment agreement for each enrolled student that: (a) Clearly outlines the financial obligations of both the institution and the student? Yes No (b) Outlines all program related tuition and fees? Yes No (c) Has a signature of the student and the appropriate school representative?	

4.18

X Yes

No

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VER. September 1, 2013 ACICS INITIAL, REEVALUATION, OR ADDITIONAL LOCATION INCLUSION REPORT Page 9 of 54 Is there evidence that a copy of the agreement has been provided to the student? X Yes 4.10 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications? Mr. Andre Holly, director of admissions, is responsible for student recruitment. Mr. Holly has more than six years of combined admissions representative and admissions management experience. Prior to his employment with Westwood College, Mr. Holly served as owner and president of Alliance Solutions for four years and as business development manager at Polaris Software lab for four years. 4.11 How is the team able to verify that the recruiting process for new students is ethical and compatible with the educational objectives for the campus? Through the review of 50 student files and an interview with the director of admissions and eight current students, the team is able to verify the campus follows an ethical recruitment process that is compatible with its educational objectives of ensuring each student admitted can benefit from their desired educational program. The campus is able to accomplish this objective by confirming each perspective student is well -informed about the nature of the education provided through an extensive recruitment interview conducted by an admissions representative. The recruitment interview incorporates a questionnaire that assists the campus with identifying the students' strengths, weaknesses, and both educational and career expectations. In addition, the prospective student receives a copy of the college catalog, which contains program and course descriptions for each curriculum. To qualify for admittance, the institution requires that each student provide acceptable evidence of a high school diploma or General Education Development (GED) Certificate as documentation of the requirement for admission. All students must complete a signed enrollment agreement that details tuition, fees, financial aid obligation, and length of program. Prior to enrollment the student must tour the campus and, when applicable, pass any standardized entrance tests with the required minimum score; complete financial aid; and provide a criminal background check. 4.12 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following? (a) Courses and programs. X Yes No (b) Services. X Yes No (c) Tuition. X Yes No (d) Terms. X Yes ☐ No (e) Operating policies. X Yes No 4.13 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity? Yes No. 4.14 Does the state in which the campus operates require representatives to be licensed or registered? No. Yes Are the titles of recruitment and enrollment personnel appropriate? 4.15 X Yes 4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement? X Yes No 4.17 Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards? X Yes No

Does the campus have written policies and procedures for evaluating and accepting transfer of credit?

4,19	Is there evidence that the campus properly awards transfer of credit? ☑ Yes ☐ No
4.20	Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus? ☑ Yes ☐ No
4.21	Has the campus established articulation agreements with other institutions? ☐ No(Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs)
	If Yes, has the campus published a list of institutions with which it has established the agreements? ☐ Yes ☐ No
4,22	Does the campus provide documented notification to students of the articulation agreements and the transferability of credits in the programs that are offered? \square Yes \square No
4.24	Is the standards of satisfactory academic progress policy published in the catalog? ☑ Yes ☐ No
	If Yes, state the page number(s) where the standards of satisfactory academic progress policy is published? The campus publishes its Standards of Satisfactory Academic Progress (SAP) policy on pages 70-73 of the 2013 Academic Catalog-6613, volume 4-No.2, revised May 2013.
4.25	Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following? (a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length. Yes

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	The implications of transfer credit. ☑ Yes ☐ No
4.29	Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent? Yes \sum No
4.30	Are students who are not making satisfactory academic progress at the end of the second year dismissed? ☑ Yes ☐ No
4.31	Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment? Yes No
4.32	Are students allowed to remain on financial aid while under warning status? ☑ Yes ☐ No
	If Yes, is the student informed of this policy? ⊠ Yes □ No
4.33	Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial air reinstated and considered to be making satisfactory academic progress? ☑ Yes ☐ No
4.34	Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances? Yes Not Applicable (campus does not have extended enrollment and/or does not participate in financial aid)
4.35	Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length? Yes No Not Applicable (campus does not have extended enrollment)
4.36	For students who have exceeded one and one-half times the standard time frame and were awarded the original credential were any additional financial obligations waived? Yes No Not Applicable (there is no such student)
4.37	Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs? ☑ Yes ☐ No
4.38	Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications? Ms. Sarah Matin, academic dean, is responsible for the administration of satisfactory academic progress (SAP). Ms. Matin holds a bachelor's degree in Business Administration from the University of Wisconsin, and master's degrees in Human Resource Management and Business Administration from Keller Graduate School of Management. Ms. Matin has two years of admissions management experience and two years as center dean at Keller Graduate School of Management before accepting the position of academic dean at Westwood College in February 2009. The academic dean and the registrar are responsible for reviewing SAP. Program chairs counsel students on satisfactory progress requirements. The academic department monitors academic progress and attendance. Student records are reviewed at the end of each term. The academic dean measures and monitors the rate of progress and is responsible for ensuring that each student is above the credit completion percentage at each evaluation point. The registrar notifies the director of student finance of all students on academic probation at the end of each term.
4.39	Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs? ☑ Yes ☐ No
4.40	Does the campus finance any of the following? (Mark all that apply.) (a) ∑ Scholarships. (b) ∑ Grants.

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	(c) Loans. (d) ☐ The campus does not offer scholarships, grants, and/or loans. (Skip to Question 4.42.)
	If <i>Yes</i> for any item, does the campus properly identify all scholarship, grant, and loan programs? ☑ Yes ☐ No
4.41	Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship and gran programs in its catalog? Yes No
4.42	Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees? ☑ Yes ☐ No
4.43	Are tuition and fees clearly stated in the catalog? ☑ Yes ☐ No
	If Yes, have students confirmed receiving a copy of the catalog? ☑ Yes ☐ No
4.44	Do the financial records of students clearly show the following? (a) Charges. Yes No (b) Dates for the posting of tuition. Yes No (c) Fees. Yes No (d) Other charges. Yes No (e) Payments. Yes No (f) Dates of payment. Yes No (g) The balance after each transaction. Yes No
4.45	Is the effective date listed on announcements of changes in tuition and fees? ☐ Yes ☐ No
4.46	Is the campus' refund policy published in the catalog? ⊠ Yes □ No
4,47	Is the refund policy fair, equitable, and applicable to all students? ☑ Yes ☐ No
4.48	Is the campus following its stated refund policy? ☑ Yes ☐ No
4.49	Does the campus participate in Title IV financial aid? ⊠ Yes □ No (Skip to question 4.57)
4.50	Who is responsible on-site for administering student financial aid, and what are this person's qualifications? Ms. Elia Nguyen, director of student finance, is the on-site financial aid administrator. Ms. Nguyen has more than 20 years of financial aid packaging and management experience while working in the financial aid department at several career colleges. She holds an associate's degree in Accounting from Kaplan University and a bachelor's degree in Technical Management from Westwood College. Ms. Nguyen is a member of the California Student Financial Aid Association (CASFA) and is a Veterans Administration (VA) certifying official.

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4.51	Is the person who determines the amount of student awards <i>not</i> also responsible for disbursing those awards? \boxtimes Yes \square No
4.52	Are final student financial aid award determinations made by administrative individuals who are <i>not</i> responsible for recruitment? ☑ Yes ☐ No
4.53	Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field? ☐ Yes ☐ No
4.54	Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual). The on-site financial aid administrator, Ms. Elia Nguyen, participates in bi-weekly conference calls with the corporate director of financial services to discuss policy, regulation changes, and any financial aid concerns. Conferences, workshops, and webinars are attended throughout the year to provide additional training. These conferences and workshops cover subjects such as Direct Loan Processing, Introduction to VA and Education Benefits, SCO's Responsibilities to VA and VA-ONCE, Verification Regulations, Default Prevention, PJ, and Finance Management Training. Ms. Nguyen is a member of the California Student Financial Aid Association (CASFA) and is a Veterans Administration (VA) certifying official. The campus' financial aid representatives attend weekly meetings led by Ms. Nguyen. These meetings focus on training and ensure that the financial aid representatives stay current on internal practices and Title IV updates. The financial services representatives participate in webinar training conducted by the U.S. Department of Education and stay current with Title IV regulations through information shared by the director of student finance.
4.55	Is there evidence that the financial aid administrator regularly participates in professional awareness activities? ☑ Yes ☐ No
4.56	Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios? Yes \sum No
4.57	Does the campus provide discounts for cash received in advance of the normal payment schedule? ☐ Yes ☐ No (Skip to question 4.58.)
4.58	Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc. Ms. Nadya Garcia, director of student support, is responsible for student services at the campus. Program directors, the registrar, student financial services, and the academic dean counsel students on their progression through their program. As a supplement to the services offered to students, the campus has collorborated with Crystal Stairs Inc, to assist students with licencened child care. The campus has many community resources to whom they can refer students experiencing domestic violence, needing health care or emergency housing, and has an on-site food pantry to assist students and their families. Academically, the campus offers an in-depth student orientation, a resource-learning lab, and APA Style writing workshops that provide students support. The career services department offers employment services to all active students and alumni including resume and cover letter advisement, mock interviews, job search techniques and full- and part-time employment opportunities.
4.59	Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates? Yes No
4.60	Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications? Ms. Monica Shakin, director of career services, is responsible for employment counseling and services. She holds a master's of Business Administration in Public Administration from Keller Graduate School of Management and a bachelor's degree in Education from Michigan State University. Ms. Shakin has over 4 years of staffing, recruitment, management, and placement experience and over 10 years of education and teaching experience. She has utilized her networking and professional memberships to build employer and community relationships within the local community.

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4.61	Does the campus offer employment assistance to all students? ☑ Yes ☐ No	
4.62	Does the campus use placement percentages or salary projections as part of its recruiting activities? ☐ Yes ☐ No	
	If <i>Yes</i> , does the campus maintain the required data on its graduates and nongraduates? ☑ Yes ☐ No	
4.63	The beginning enrollment on the most current Campus Accountability Report (CAR) is 699. The ending enrollment reported on the previous year's CAR is 699.	
4.64	Was the team able to verify the retention rate for the campus and for each program as reported on the Report (CAR) last submitted to the Council? ☑ Yes ☐ No	ne Campus Accountability
4.65	Are students who receive financial aid counseled concerning their student loan repayment obligations? ☑ Yes ☐ No	
4.66	Describe the process the campus utilizes to ensure that students are counseled concerning their obligations. Students completes entrance counseling online at www.studentloans.gov and complete exit counsemember of the student financial services department coupled with online counseling at www.nslds.e online entrance and exit counseling is located in the students financial aid file. Students may also student finance and the student finance representative to discuss repayment options.	seling by meeting with a d.gov. Documentation of
4.67	Describe the extracurricular activities of the campus (if applicable). The campus offers a variety of monthly activities sponsored by the student support department to institutional pride. The campus hosts food and blood drives, student appreciation days, job fair recruiting, test prep study sessions, public safety training and blood pressure screenings. Student skills may join the Associated Student Government (ASG) organization, which is a group of student chosen to represent the student body by providing a voice for student ideas and concerns and to enco conjunction with the student support and career services office, the ASG sponsors dress for succipustice career fair, toy drives, design and art contests, Thanksgiving pie giveaway, networking week, earth day raffle, relay for life and attendance celebrations.	rs, on-campus employers s who exhibit leadership ts from various programs ourage student success. In cess, fruit sales, criminal
5. E	DUCATIONAL ACTIVITIES	
5.01	Are the credentials awarded by the campus in compliance with its accreditation approval and in costate laws? ☑ Yes ☐ No	mpliance with applicable
5.02	Who is assigned to oversee the educational activities of all programs at the campus, and what are this policy. Sara Matin, academic dean, oversees the educational activities of all academic programs at the Matin holds a bachelor's degree in Business Administration from the University of Wisconsin and in Administration and Human Resources Management from the Keller Graduate School of Management in the doctorate program in Educational Administration at Argosy University. She has served as acad of 2009. Prior to her current position, she was campus dean at the Keller Graduate School of Management admissions director at the same school for eight years. She is supported by Ms. Jean Beaks, general education of the program chairs.	South Bay campus. Ms. aster degrees in Business . She is currently enrolled emic dean since February gement for two years and
5.03	Does this person have appropriate academic or experiential qualifications? ☑ Yes ☐ No	

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Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.
Ms. Matin is assigned to the position of academic dean with 100% of her time devoted to the administration of the programs. She reports directly to the campus president and her job description clearly identifies her role and responsibility in regard to academic operations. Program chairs are allocated sufficient time and given the authority to administer their programs.
Is the time devoted to the administration of the educational programs sufficient? ☑ Yes ☐ No
Is there a published policy on the responsibility and authority of faculty in academic governance? ⊠ Yes □ No
Does the policy, at a minimum, address the role of the faculty in the following areas? (a) Development of the educational program. Yes \sum No
 (b) Selection of course materials, instructional equipment and other educational resources. ✓ Yes □ No
(c) Systematic evaluation and revision of the curriculum. ☑ Yes ☐ No
(d) Assessment of student learning outcomes. ☐ Yes ☐ No
(e) Planning for institutional effectiveness. ⊠ Yes □ No
Is there evidence that this policy has been adopted and faculty members are aware of it? ☑ Yes ☐ No
Does the campus have any programs that require specialized programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved? Yes No (Skip to question 5.11)
Was the team able to verify the backup documentation to support the placement rate for the program(s) that hold specialized accreditation as reported on the last Campus Accountability Report submitted to the Council? Yes No Not Applicable
Was documentation on file to verify graduates classified on the CAR as "not available for placement"? ☐ Yes ☐ No ☐ Not Applicable
Are the educational programs consistent with the campus' mission and the needs of its students? ☑ Yes ☐ No
Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees? Yes No
What provisions are made for individual differences among students? Tutoring is provided to students by faculty and peers, and an instructor is employed for 30 hours a week to tutor students. Selected faculty members have assigned office hours each term to provide individual tutoring. Foundational coursework is provided in English and Math for students with academic difficulties. The academic dean and program chairs meet with students who are in danger of not making Satisfactory Academic Progress to address concerns and make recommendations for assistance. The faculty is encouraged to utilize diverse teaching methods to accommodate individual learning styles. Students who self-report documented disabilities may request reasonable accommodations; several accommodations have been made in the past year.

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5,16	Describe the system in place to evaluate, revise, and make changes to the curriculum. Curriculum development and revision is conducted under the guidance and the oversight of the corporate director of curriculum and instructional designers. Proposals for revision and change begin at the campus level. Advisory committees and students give input to instructors to begin the process for change; the instructor discuss the proposals with their program chair and, if accepted, the proposal is forwarded to the director of curriculum. After a review by the director of curriculum and the program instuctional designer, the proposal is approved or denied. Curriculum evaluations conducted by the program advisory committees and the faculty, and feedback from externship sites are also utilized to request changes for consideration.
5.17	Does the faculty participate in this process? ☑ Yes ☐ No
5.18	Is credit appropriately converted in relation to total student contact hours in each class? ☑ Yes ☐ No
5.19	If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres? Yes No
	If Yes, is there appropriate documentation of the assessments of knowledge, skills, or competencies required? Yes \[\subsetence \text{No} \]
5.20	Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved? Yes No
5,21	Are the following appropriate to adequately support the number and nature of the general education courses? (If only nondegree programs are offered with no general education courses, skip to 5.22) (a) Facilities. Yes No (b) Instructional equipment. Yes No (c) Resources. Yes No (d) Personnel. Yes No
5.22	Does the campus provide an environment for its faculty that is conducive to effective classroom instruction? ☑ Yes ☐ No
5.23	Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs? \square Yes \square No
5.24	Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws? No
5,25	Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors? Yes No
5.26	Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States? Yes \sum \text{No} No

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5.27	Is there documented evidence of a systematic program of in-service training at the campus? ☑ Yes ☐ No
	If Yes, how is this documented? The documentation of in-service training includes the following: faculty sign-in sheets that are filed in the campus in-service training binder; certificates of attendance that are maintained in individual instructor files; and annotation of participation on faculty development plans.
5.28	Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans? ☑ Yes ☐ No
5.29	Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings? ☑ Yes ☐ No
5.30	Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs? Yes \sum No
5.31	Does the institution utilize contracts and/or agreements with other institutions or entities? ☐ Yes ☐ No
5.34	Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the <i>Accreditation Criteria</i> ? ☑ Yes ☐ No
FOR	ACADEMIC ASSOCIATE'S DEGREES ONLY
5,35	Does the program include a minimum of 15 semester, 22.5 quarter hours, or their equivalent in general education courses? ☑ Yes ☐ No
5.36	Do the programs' general education courses meet Council standards in that the courses place emphasis on principles and theory not on practical applications associated with a particular occupation? Yes \sum No
5.37	Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification? ☑ Yes ☐ No
FOR	BACHELOR'S DEGREES ONLY
5.38	Does the program include a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses? ☑ Yes ☐ No
5.39	Do the program's general education courses meet Council standards? ☑ Yes ☐ No
5,40	Are at least one-half of all lower-division subjects and all upper-division courses that are part of the bachelor's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification? Yes \sum No

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6. EDUCATIONAL FACILITIES

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7.04	Does the catalog contain the following items?
	(a) A table of contents and/or an index.
	⊠ Yes □ No
	(b) An indication of the year or years for which the catalog is effective on the front page or cover page.
	⊠ Yes □ No
	(c) The names and titles of the administrators.
	⊠ Yes □ No
	(d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.
	⊠ Yes □ No
	(e) A statement of accreditation
	∑ Yes □ No
	(f) A mission statement.
	⊠ Yes □ No
	(g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.
	⊠ Yes □ No
	(h) An academic calendar.
	⊠ Yes □ No
	(i) A full disclosure of the admission requirements.
	Yes No
	(j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing
	of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit
	or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration
	needed to work in the field; and any additional requirements that must be met to complete the curriculum.
	Yes No
	(k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise
	description of the course contents, and any necessary prerequisites.
	Yes No
	a to the contract of the contr
	 (l) An explanation of the grading system that is consistent with the one that appears on the student transcript. ✓ Yes No
	(m) A definition of the unit of credit.
	Yes No
	(n) A complete explanation of the standards of satisfactory academic progress.
	Yes No
	(o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for
	completion of each.
	Yes No
	(p) The transfer of credit policy. ⊠ Yes □ No
	(q) A statement of the tuition, fees, and any other charges. ∑ Yes
	- 1
	(r) A complete and accurate listing of all scholarships, grants, and/or loans offered.
	⊠ Yes □ No
	(s) The refund policy.
	∑ Yes □ No
	(t) A statement describing the student services offered.
	∑ Yes □ No
	(u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of
	catalog).
	⊠ Yes □ No
7.05	Does the campus offer degree programs?
1.03	Yes No
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	If Yes, does the catalog contain the following? (a) An explanation of the course numbering system (for all levels). ☑ Yes ☐ No (b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and
	bachelor's degrees only). ☑ Yes ☐ No
	 (c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only). ∑ Yes □ No (d) Identification of courses that satisfy the upper-division (for bachelor's degrees only). ∑ Yes □ No
7.06	Does the campus offer courses and/or programs via distance education? ☑ Yes ☐ No (Skip to Question 7.07.)
7.07	Does the catalog contain an addendum/supplement?
	 (a) Is the catalog updated at an appropriate interval (the addendum/supplement should not be used as a substitute for meeting this expectation)? ✓ Yes
	(b) Does the addendum supplement include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary)?
	 ✓ Yes No (c) Do students receive a copy of the addendum/supplement with the catalog? ✓ Yes No
7.08	Is the catalog available online? ⊠ Yes □ No (Skip to Question 7.09,)
	If Yes, does it match the hard copy version? ⊠ Yes □ No
7.09	Does the campus utilize a multiple-school catalog? ☐ Yes ☐ No (Skip to Question 7.10.)
7.10	Is all advertising and promotional literature, through any type of media (social media, website, newspapers, etc.), truthful and dignified? Yes \sum No
7.11	Is the correct name of the campus listed in all advertising, web postings and promotional literature? ☑ Yes ☐ No
7.12	Where does the campus advertise (publications, online, etc.)? The campus advertises as follows: through various print media including direct mailing pieces; the campus website; television; and the internet.
	Are all print and electronic advertisements under acceptable headings? ☑ Yes ☐ No
7.13	Does the campus use endorsements, commendations, or recommendations in its advertising? ☐ Yes ☐ No (Skip to Question 7.14.)
7.14	Does the campus utilize services funded by third parties? ☐ Yes No (Skip to Question 7.15.)

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7.15	Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates? ☑ Yes ☐ No
7.16	Is the phrase "for those who qualify" properly referenced in all advertising that mentions financial aid? ☑ Yes ☐ No
7.17	What institutional performance information does the campus routinely provide to the public? Some of the performance information provided to public includes: graduation, placement and retention rates, disability services, safety and security information and right-to-know disclosure information.
	Where is this information published and how frequently is this information being updated? The performance information is published on the campus website under the "Student Services" tab and is updated annually.
8. 1	LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY
8,01	Does the campus develop an adequate base of library resources? ☑ Yes ☐ No
8.02	Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses? ☑ Yes ☐ No
8.03	Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process? ☑ Yes ☐ No
8.04	Are adequate staff provided to support the development, organization of the collection, and access of library resources? ☑ Yes ☐ No
8.05	Describe how the campus develops continuous assessment strategies for resources and information services? Program chairs solicit input on requests for resources and information services from advisory committee members, students, and instructors. In interviews with faculty, informal requests to the librarian or program chair are the most commonly used method to indentify the need for new or updated resources and services. The librarian collects data on student usage and online resources and compiles the information into a report that is shared with the academic dean for planning purposes. A review of the collection and resources by the team verified the holdings in the library are up-to-date and relevant for the programs offered.
	Are these methods appropriate? ⊠ Yes □ No
8.06	Is the library staff adequately trained to support the library? ☑ Yes ☐ No
8.07	Is the campus' established annual budget appropriate to the size and scope of the campus and the programs offered, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials? Yes \sum No
8.08	What is the amount of the current year's library budget excluding personnel allocations? The current year's library budget is \$31,828.
8,09	What portion of the current year's library budget has been spent and how has the money been allocated? The campus has spent 97% of the current year's budget on books, periodicals, and online instructional materials.

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8.10	Is there evidence that the faculty have major involvement in the selection of library resources? ☑ Yes ☐ No
8.11	Are the library hours adequate to accommodate the needs of all students? ☑ Yes ☐ No
8.12	Describe how the faculty inspire, motivate, and direct student usage of the library resources? Assignments that require the use of the library are common practice at the campus. In reviewing records of student usage, documentation is available to confirm faculty encouarge and support the services provided by the library. Students confirmed the library is important, utilized, and a needed component of the campus. Faculty support of the services provided by the library was evident in conversations with the faculty conducted by the team. Faculty take part in-inservice training provided by the librarian and are given opportunities to provide input for the selection of materials and resources.
	Are these methods appropriate? ☑ Yes ☐ No
8.13	Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials? ☑ Yes ☐ No
8.14	Are records of physical and/or online resources and circulation accurate and up to date? ☑ Yes ☐ No
8.15	If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented? Yes No Not Applicable (no interlibrary agreements)
8.16	Describe any full-text online collections available to students. The library has mutiple full-text online collections including Academic Search Premier, Britannica Online, Business Source Premier, EBSCOhost, Greenfile, LexisNexis, Lynda, and ProQuest.
8.17	Are the library physical holdings and /or full-text online collections up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs? Yes No
8.18	Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics? ☑ Yes ☐ No
FOR A	ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY
8.19	Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site? Ms. Dale Fields is the on-site librarian. Ms. Fields holds a bachelor's degree in Latin and Greek from the University of California at Davis and a master's degree in Library and Information Science from the University of California at Los Angeles. She has served in her current position since February of 2007. Prior to her employment at Westwood, Ms. Fields was employed at the Getty Museum in Malibu, California for 6 years, and has over 25 years of experience in human resources. She is a member of the American Librarian Association and the California Academic Research Library Association. Ms. Fields' on-site hours are Monday through Friday 7:30 a.m. to 4:30 p.m. Trained student assistants are available for students in evening classes until 8:00 p.m.
	Does this individual: (a) Supervise and manage the library and instructional resources?
	 ✓ Yes No (b) Facilitate the integration of instructional resources into all phases of the campus's curricular and educational offerings? ✓ Yes No
	(c) Assist students in the use of instructional resources? ☑ Yes ☐ No

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8.20	Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources? Yes \sum No
8.21	Have library staff transcripts from campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States? Yes Not Applicable (staff do not hold foreign credentials)
8.22	Is documentation on file to reflect the librarian's participation in professional growth activities? ☑ Yes ☐ No
8.23	Are the hours the library is open adequate to accommodate the needs of all students? Yes No
8.24	Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning? Yes No
FOR	NONDEGREE PROGRAMS ONLY
8.25	Are appropriate reference materials and periodicals available for all programs offered? ☑ Yes ☐ No
8.26	Are the instructional resources organized for easy access, usage, and preservation? ☑ Yes ☐ No
8.27	Is there a current inventory of instructional resources? Yes No
8.28	Does the campus have appropriate and sufficient instructional resources, equipment, and materials to meet its educational program objectives and the needs of its students? ☑ Yes ☐ No
9.	PROGRAM EVALUATION
9.6.4	Bachelor's Degree in Business Administration: Major in Accounting
	Bachelor's Degree in Business Administration: Major in Healthcare Management
	Bachelor's Degree in Business Administration: Major in Management
	Bachelor's Degree in Business Administration: Major in Marketing Management
	Academic Associate's Degree in Business Administration
9.01	Is licensure, certification or registration required to practice in the specific career field? ☐ Yes ☐ No (Skip to question 9.02)
9.02	Who is assigned to administer the academic program(s), and what are this person's qualifications? Mr. Leonard Rushfield, program chair, administers the Business programs. He has a master's degree in Political Economics from Columbia University and a bachelor's degree in Public Law and Government from Brooklyn College, Prior to joining Westwood College, Mr. Rushfield served as the director of American Premier Bank, and as an executive vice president for Bear Steams, American Express Bank and Republic Nation Bank. Mr. Rushfield serves on several boards and organizations such as the Latino

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	Theater Company, the Asian Advisory Board of Comerica, the Bank of California and the American Express Philanthropic Foundation. Based upon his experience and educational background, he is well-qualified to lead the Business programs.	
9.03	Does this individual possess appropriate academic or experiential qualifications? ☑ Yes ☐ No2)	
9.04	Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)? \square Yes \square No	
9.05	Are the time and resources devoted to the administration of the educational program(s) sufficient? Yes No	
9.06	Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas: (a) Student retention rate of 62%? Yes No (b) Student placement rate of 58%? Yes No	
9.07	List the community resources and describe how they are utilized to enrich the program(s). The following community resources are used to enrich the Business programs: 1) an advisory board consisting of seve business owners and a fortune 500 CEO from Robert Half International; 2) guest speakers, recent speakers include Mr. Da Bizub, branch manager for Robert Half International on May 1, 2013; 3) field trips, on April 19, 2013, students participated in HR panel with HR speakers from various industries to discuss professional dress and their career search; and 4) the Westwo Inc. "In Business" club that was started three years ago and is operated and governed by current students. Other commun resources include the Associated Student Government; career services Mardi Gras Open House; and the Westwo College/Chamber Networking Mixer. Sign-in sheets and a description of all events document the activities.	
9.08	Is the utilization of community resources sufficient to enrich the program? ☑ Yes ☐ No	
9.09	Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both? \square Yes \square No	
9.10	Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives? ☐ Yes ☐ No	
9.11	For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria? Yes Not Applicable (these elements are not part of the program or no student is at the point of needing them)	
9,12	Does the program use independent studies? No (Skip to question 9.14)	
9.13	Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards? ☑ Yes ☐ No	
9.14	Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program? Yes No	

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Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed? \boxtimes Yes \square No
Is an appropriately detailed syllabus on file for each course that includes: (a) Title and course descriptions Yes
Do students confirm that they receive a course syllabus and that it is followed? ☑ Yes ☐ No
Are the courses available when needed by the student in the normal pursuit of a program of study? ☑ Yes ☐ No
Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council? Yes No How many calls to employers or graduates were attempted? Bachelor's degree program in Accounting: I Bachelor's degree program in Management: I Bachelor's degree program in Management: I There are no graduates from the associate's degree program in Business Administration. How many calls to employers or graduates were successful? Bachelor's degree program in Accounting: I Bachelor's degree program in Healthcare Management: I Bachelor's degree program in Management: I Bachelor's degree program in Management: I Bachelor's degree program in Management: I

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	How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations. All of the calls where contact was made confirmed the employment of graduates as reported on the 2012 CAR.
	An of the cans where contact was made committee the employment of graduates as reported on the 2012 CAR.
9.20	Was documentation on file to verify graduates classified on the CAR as "not available for placement"? ☑ Yes ☐ No
9.21	Does the campus participate in Title IV financial aid? ⊠ Yes □ No (Skip to question 9.24)
9.22	Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding? Yes \sum No
9.23	Is there evidence that out-of-class work or the equivalency is being evaluated? ☑ Yes ☐ No
	If Yes, briefly describe the documentation of evaluation viewed on site.
	The institution provides a detailed definition of credit-to-clock hour on a chart and in narrative form, which includes out-of-class expectations, in the catalog; definitions of the types of out-of-class work are provided on each syllabus; and the team was provided with graded copies of the homework assignments for FIN101 Corporate Finance and HCMT250 Introduction to Long-Term and Elderly Care.
9.24	Are the following appropriate to adequately support the number and nature of the program? (a) Facilities. Yes No (b) Instructional equipment. Yes No
	(c) Resources. ☐ Yes ☐ No (d) Personnel. ☐ Yes ☐ No
9.25	Are the following elements appropriately incorporated into the instructional components of the program? (a) Systematic planning.
	
	Yes No (c) The selection and use of appropriate and current learning materials.
	⊠ Yes
	 (d) Appropriate modes of instructional delivery. ✓ Yes □ No
	(e) The use of appropriate assessment strategies. ☐ Yes ☐ No
	(f) The use of appropriate experiences. ⊠ Yes □ No
9.27	Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their
	qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
	⊠ Yes □ No
9.28	Is the size of the faculty appropriate to the total student enrollment? No No

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9,29		te core of full- and part-time faculty employed to ensure sound direction and continuity of development for the
	program?	
	⊠ Yes	□ No
9.30	Are teaching	loads reasonable?
	⊠ Yes	□ No
9.38		er of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, a period of four semesters, six quarters, or the equivalent?
9.39	Is there a mi	nimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
9.40	Does the cu same degree	rriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the
	⊠ Yes	□ No
9.41	Is enrollmen ⊠ Yes	t in the second academic year of the two-year program sufficient to support regularly scheduled classes?
9.42	Are the seco	nd-year courses based upon appropriate first-year prerequisites? No
FOR I	BACHELOR'S	S DEGREES ONLY
9.43		er of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, a period of eight semesters, 12 quarters, or the equivalent?
9.44	Is there a mi ⊠ Yes	nimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
9.45		tion offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials ibe the requirements for admission?
9.46	Does the cu same degree Yes	rriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the
9.47		at in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and
9.48	Are the third	- and fourth-year courses based upon appropriate prerequisites?

GENERAL COMMENTS:

The team observed Ms. Katisha Robinson Smith's class. The instructor actively engaged the students by asking questions and relating course material to real world examples. The students stated that she is an awesome instructor who explains the text in terms that they can understand and has an in-depth knowledge of the material.

The team also observed Mr. Daryl Ono's class. The team observed the instructor teaching the course while seated in a chair in front of the classroom. Feedback from students stated that they enjoyed Mr. Ono's class. They stated that he is very knowledgeable about the course content and actively involves students in the learning process.

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COMMENDATIONS:

The overall learning environment is very positive. During interviews, students stated the following commendations: how the staff (especially career services) really encourages and motivates them; their appreciation of the Presidential Awards ceremony and student recognition events; how much they "love" the free tutoring sessions and small class size: and how Ms. Monica Shakin, career services director, and her staff do an amazing job.

9. PROGRAM EVALUATION

Bachelor's Degree in Construction Management

Academic Associate's Degree in Construction Management

Academic Associate's Degree in Computer Aided Design/Architectural Drafting

9.01	Is licensure, certification or registration required to practice in the specific career field? Yes No (Skip to question 9.02)
9.02	Who is assigned to administer the academic program(s), and what are this person's qualifications? Mr. John Musolino, program chair, is assigned to administer the programs. He holds a bachelor degree in Architecture from Washington University and a master's degree in Architecture from Southern California Institute of Architecture. He is a licensed architect through the California Architects Board and is a Leadership for Energy and Environmental Design (LEED) accredited professional. He has over 10 years of experience as a classroom instructor in architectural design and technology and 4 years of experience as the program administrator at Westwood. His stays current with architectural design practices as a part-time, self-employed architect and by participating in continuing education required to maintain his architect's license. Mr. Musolino is more than qualified to administer the programs.
9.03	Does this individual possess appropriate academic or experiential qualifications? ☑ Yes ☐ No
9.04	Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)? \boxtimes Yes \square No
9.05	Are the time and resources devoted to the administration of the educational program(s) sufficient? ☑ Yes ☐ No
9.06	Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas: (a) Student retention rate of 62%? ☐ Yes ☐ No (b) Student placement rate of 58%? ☐ Yes ☐ No
9.07	List the community resources and describe how they are utilized to enrich the program(s). The institution invites professionals from the industry to participate in program advisory board meetings, takes students on field trips to local construction sites, and invites industry-relevant guest speakers to give classroom presentations. These community resources enrich the programs and help students make the connection between what they learn in the classroom to the workplace.
9.08	Is the utilization of community resources sufficient to enrich the program? ☑ Yes ☐ No
9.09	Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?

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9,10	Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives? ☑ Yes ☐ No
9.11	For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria? Yes No Not Applicable (these elements are not part of the program or no student is at the point of
	needing them)
9.12	Does the program use independent studies? ☐ Yes ☐ No (Skip to question 9.14)
9.14	Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program? Yes No
9.15	Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed? ☑ Yes ☐ No
9.16	Is an appropriately detailed syllabus on file for each course that includes: (a) Title and course descriptions Yes
9.17	Do students confirm that they receive a course syllabus and that it is followed? Yes No
9.18	Are the courses available when needed by the student in the normal pursuit of a program of study? Yes No
9.19	Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

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	⊠ Yes □ No
	How many calls to employers or graduates were attempted? Academic associate's degree program in Computer Aided Design: 5 Bachelor's degree program in Construction Management: 4 There were no graduates in the academic associate's degree in Construction Management.
	How many calls to employers or graduates were successful? Academic associate's degree program in Computer Aided Design: 4 Bachelor's degree program in Construction Management: 4
	How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations. All of the calls where contact was made confirmed the employment of graduates as reported on the 2012 CAR.
9.20	Was documentation on file to verify graduates classified on the CAR as "not available for placement"? ⊠ Yes □ No
FOR	NEW GRANTS AND INITIAL GRANTS ONLY
9.21	Does the campus participate in Title IV financial aid? ⊠ Yes □ No (Skip to question 9.24)
9.22	Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding? Yes \sum No
9,23	Is there evidence that out-of-class work or the equivalency is being evaluated? ☑ Yes ☐ No
	If Yes, briefly describe the documentation of evaluation viewed on site. The institution provided the team with samples of homework assignments demonstrating out-of-classwork; assignments included case studies completed by Computer Aided Design program students and bidding practice projects completed by Construction Management program students.
FOR .	ALL VISITS
9.24	Are the following appropriate to adequately support the number and nature of the program? (a) Facilities. Yes
9.25	Are the following elements appropriately incorporated into the instructional components of the program? (a) Systematic planning. Yes

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	(e) The use of appropriate assessment strategies.	
	(f) The use of appropriate experiences.	
	⊠ Yes ☐ No	
9.29	Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?	
	⊠ Yes □ No	
9.30	Are teaching loads reasonable?	
	⊠ Yes □ No	
FOR A	ACADEMIC ASSOCIATE'S DEGREES ONLY	
9.38	Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent? Yes \sum No	
9.39	Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration? ☑ Yes ☐ No	
9.40	Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?	
	⊠ Yes □ No	
9.41	Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes? ☑ Yes ☐ No	
9.42	Are the second-year courses based upon appropriate first-year prerequisites? ☑ Yes ☐ No	
FOR I	BACHELOR'S DEGREES ONLY	
9.43	Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent? Yes \text{No} \text{No}	
9.44	Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration? ☑ Yes ☐ No	
9.45	If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission? Yes No Not Applicable (institution offers all four years of the degree)	
9.46	Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the	
,,,,	same degree? Yes No	
9.47	Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and	
	laboratory work? ☑ Yes ☐ No	
9.48	Are the third- and fourth-year courses based upon appropriate prerequisites? Yes No	

9. PROGRAM EVALUATION

Academic Associate's Degree in Criminal Justice

Bachelor's Degree in Criminal Justice - Administration

Bachelor's Degree in Criminal Justice - Corrections

Bachelor's Degree in Criminal Justice - Investigation

9.01	Is licensure, certification or registration required to practice in the specific career field? \square Yes \square No (Skip to question 9.02)
9.02	Who is assigned to administer the academic program(s), and what are this person's qualifications? Mr. Keith Liggins, program chair, administers the Criminal Justice programs. Mr. Liggins holds a bachelor's degree in English from Southern University and a juris doctorate degree in Law from Hastings College of Law. He has worked at the campus since 2005.
9.03	Does this individual possess appropriate academic or experiential qualifications? ☑ Yes ☐ No
9.04	Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)? \square Yes \square No
9,05	Are the time and resources devoted to the administration of the educational program(s) sufficient? ☐ Yes ☐ No
9.06	Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas: (a) Student retention rate of 62%? ☐ Yes ☐ No (b) Student placement rate of 58%? ☐ Yes ☐ No
9.07	List the community resources and describe how they are utilized to enrich the program(s). The following community resources are used to enrich the programs: a program advisory committee, evidenced by committee meetings minutes; guest speakers including Mr. Steve Winston – retired police officer, Ms. Lynn Rheault – Premier Executive Security Systems, Ms. Evangeline Nathan – commanding officer of the West Los Angeles Police Department, and Ms. Judith Gelman – Federal Bureau of Investigations, documented by sign-in sheets; field trips including visits to the Central Juvenile Hall, Los Angeles Twin Towers (World's largest jail system), San Pedro Court Facility, San Pedro Beacon House and Torrance Court House, documented by sign-in sheets; and a local chapter of a Criminal Justice student club, Prepared Organized Strengthen Trust and Teamwork (P.O.S.T.T.); the local chapter of this organization is known as the Criminal Justice Society Club.
9.08	Is the utilization of community resources sufficient to enrich the program? ☑ Yes ☐ No
9.09	Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both? ☑ Yes ☐ No
9.10	Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives? ☑ Yes ☐ No

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9,11	For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria? Yes No Not Applicable (these elements are not part of the program or no student is at the point of
	Yes No Not Applicable (these elements are not part of the program or no student is at the point of needing them)
9.12	Does the program use independent studies? ☐ Yes No (Skip to question 9.14)
9.14	Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program? ☑ Yes ☐ No
9.15	Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed? ☑ Yes ☐ No
9.16	is an appropriately detailed syllabus on file for each course that includes: (a) Title and course descriptions Yes
335	⊠ Yes □ No
9.17	Do students confirm that they receive a course syllabus and that it is followed? ☑ Yes ☐ No
9.18	Are the courses available when needed by the student in the normal pursuit of a program of study? ☑ Yes ☐ No
9.19	Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council? ☑ Yes ☐ No

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	How many calls to employers or graduates were attempted? Bachelor's degree program in Criminal Justice -Administration: 21 The other Criminal Justice programs do not have graduates reported on the 2012 CAR
	How many calls to employers or graduates were successful? Bachelor's degree program in Criminal Justice -Administration: 16
	How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations. All of the calls where contact was made confirmed the employment of graduates as reported on the 2012 CAR.
9.20	Was documentation on file to verify graduates classified on the CAR as "not available for placement"? ☑ Yes ☐ No
9.21	Does the campus participate in Title IV financial aid? No (Skip to question 9.24)
9.22	Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding? Yes No Not Applicable (Clock hour programs only)
9.23	Is there evidence that out-of-class work or the equivalency is being evaluated? Yes No
	If Yes, briefly describe the documentation of evaluation viewed on site. The team was provided documentation of graded homework and verification of weight given to out-of-class assignments.
9.24	Are the following appropriate to adequately support the number and nature of the program? (a) Facilities. Yes No (b) Instructional equipment. Yes No (c) Resources. Yes No (d) Personnel. Yes No
9.25	Are the following elements appropriately incorporated into the instructional components of the program? (a) Systematic planning. Yes No (b) Well-defined instructional objectives. Yes No (c) The selection and use of appropriate and current learning materials. Yes No (d) Appropriate modes of instructional delivery. Yes No (e) The use of appropriate assessment strategies. Yes No (f) The use of appropriate experiences. Yes No
9.27	Do the faculty members' qualifications meet the minimum requirements outlined in the <i>Accreditation Criteria</i> , and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded? Yes \sum No

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9,28	Is the size of the faculty appropriate to the total student enrollment? Yes No	
9.29	Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for program? Yes	r the
9.30	Are teaching loads reasonable? ☑ Yes ☐ No	
FOR	CADEMIC ASSOCIATE'S DEGREES ONLY	
9.38	Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent earned over a period of four semesters, six quarters, or the equivalent? Yes \sum No	lent,
9.39	Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration? Yes \sum No	?
9.40	Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering same degree? Yes No	g the
9.41	Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes? Yes No	
9.42	Are the second-year courses based upon appropriate first-year prerequisites? ☐ Yes ☐ No	
FOR	ACHELOR'S DEGREES ONLY	
9.43	Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent earned over a period of eight semesters, 12 quarters, or the equivalent? Yes \sum No	lent,
9.44	Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration's Yes No	8
9.45	If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising mate clearly describe the requirements for admission? Yes No Not Applicable (institution offers all four years of the degree)	rials
9.46	Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering same degree? Yes No	g the
9.47	Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes laboratory work? ☑ Yes ☐ No	and
9.48	Are the third- and fourth-year courses based upon appropriate prerequisites? ☑ Yes ☐ No	

COMMENDATIONS:

The team found that the Criminal Justice programs are efficiently run by the program chair, Mr. Keith Liggins. Also, student morale was high and the job opportunities were bright as a result of the all departments of the campus working together.

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9. PROGRAM EVALUATION

academic credential, or both?

No

No

X Yes

objectives?

⊠ Yes

9.10

Bachelor's Degree in Graphic Design: Game Art

Bachelor's Degree in Graphic Design; Visual Communications Academic Associate's Degree in Graphic Design 9.01 Is licensure, certification or registration required to practice in the specific career field? No (Skip to question 9.02) Yes 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications? Ms. Anna Tuason, program chair, is assigned to administer the Graphic Design: Game Art, Graphic Design: Visual Communications, and Graphic Design programs, and has been the program chair for the past 10 years. She holds a master's degree in Media Design from Full Sail University, bachelor's and assoicate's degrees in Studio Arts from Marymount College, and a diploma in Graphic Design from Platt College. Previous experience includes art direction at Designer Lab Studio, graphic design work at OCPC Magazine, as well as freelance work, 9.03 Does this individual possess appropriate academic or experiential qualifications? X Yes 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)? No X Yes 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient? X Yes No 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas: (a) Student retention rate of 62%? ☐ No X Yes (b) Student placement rate of 58%? X Yes No 9.07 List the community resources and describe how they are utilized to enrich the program(s). Community resources include program advisory committee meetings, field trips, student clubs, and community events. The campus hosted a program advisory committee meeting on April 18, 2013, at which discussions on curriculum, online classes, retention and placement rates, portfolios, job interviews, and employment needs took place. Field trips have included visits to Siggraph on July 23, 2013, to develop professional networking opportunities, the International Printing Museum on May 18, 2013, to study perspective and the history of printing, the Armory Center for the Arts on March 8, 2013, to examine principles of art history, and the Natural History Museum in Los Angeles on February 5, 2013, to practice traditional drawing techniques. Student clubs include DigiINK, the Cinematics Club, Anime Brigade, and Game Design Nation, all of which have hosted art shows and/or campus and community events. 9.08 Is the utilization of community resources sufficient to enrich the program? X Yes 9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an

Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its

9,11	For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
	☐ Yes ☐ No ☐ Not Applicable (these elements are not part of the program or no student is at the point of needing them)
9.12	Does the program use independent studies? ⊠ Yes □ No (Skip to question 9.14)
9.13	Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards? ☑ Yes ☐ No
9.14	Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program? Yes No
9.15	Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed? Yes \sum No
9.16	Is an appropriately detailed syllabus on file for each course that includes: (a) Title and course descriptions Yes
9.17	Do students confirm that they receive a course syllabus and that it is followed? ☐ Yes ☐ No
9.18	Are the courses available when needed by the student in the normal pursuit of a program of study? ☑ Yes ☐ No
9.19	Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

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	⊠ Yes □ No
	How many calls to employers or graduates were attempted?
	Academic associate's degree program in Graphic Design: 2
	Bachelor's degree programs in Graphic Design: Game Art and Graphic Design: Visual Communications: 4
	How many calls to employers or graduates were successful?
	Academic associate's degree program in Graphic Design: 2
	Bachelor's degree programs in Graphic Design: Game Art and Graphic Design: Visual Communications: 4
	How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any
	discrepancy between the number of successful contacts and confirmations.
	All of the calls where contact was made confirmed the employment of graduates as reported on the 2012 CAR.
9.20	Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
	☐ Yes ☐ No ☐ Not Applicable
9.21	Does the campus participate in Title IV financial aid?
	Yes \square No (Skip to question 9.24)
9.22	Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of
	a credit hour as defined by the U.S. Department of Education for Title IV funding?
	⊠ Yes □ No
9.23	Is there evidence that out-of-class work or the equivalency is being evaluated?
	⊠ Yes □ No
	If Yes, briefly describe the documentation of evaluation viewed on site.
	Instructor grade calculations and graded student work were provided as documentation that out-of-class work is being evaluated
	Students also confirmed that out-of-class work is assigned and graded.
9.24	Are the following appropriate to adequately support the number and nature of the program?
	(a) Facilities.
	⊠ Yes □ No
	(b) Instructional equipment.
	⊠ Yes □ No
	(c) Resources.
	∑ Yes □ No
	(d) Personnel. ⊠ Yes □ No
9.25	Are the following elements appropriately incorporated into the instructional components of the program?
1460	(a) Systematic planning.
	⊠ Yes □ No
	(b) Well-defined instructional objectives.
	∑ Yes
	(c) The selection and use of appropriate and current learning materials.
	⊠ Yes □ No
	(d) Appropriate modes of instructional delivery. No No
	(e) The use of appropriate assessment strategies.
	Yes No
	(f) The use of appropriate experiences.
	⊠ Yes □ No

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9.27	Do the faculty members' qualifications meet the minimum requirements outlined in the <i>Accreditation Criteria</i> , and are the qualifications academically and experientially appropriate to the subject matter they teach and the level of the credent awarded?
	⊠ Yes □ No
9.28	Is the size of the faculty appropriate to the total student enrollment? ☑ Yes ☐ No
9.29	Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for t program? Yes No
9.30	Are teaching loads reasonable?
9.30	Yes □ No
FOR A	CADEMIC ASSOCIATE'S DEGREES ONLY
9.38	Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivale earned over a period of four semesters, six quarters, or the equivalent? Yes \sum No
9.39	Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration? Yes \text{No}
9.40	Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering t same degree? ☑ Yes ☐ No
9.41	Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes? Yes \text{No}
9.42	Are the second-year courses based upon appropriate first-year prerequisites? ☑ Yes ☐ No
FOR I	CHELOR'S DEGREES ONLY
9.43	Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivale earned over a period of eight semesters, 12 quarters, or the equivalent? Yes \text{No}
9.44	Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration? Yes \text{No}
9.45	If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materic clearly describe the requirements for admission? Yes No Not Applicable (institution offers all four years of the degree)
9.46	Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering t same degree? ☑ Yes ☐ No
9.47	Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes a laboratory work? ☑ Yes ☐ No

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9.48	Are the third	l- and fourth-year courses based upon appropriate prerequisites? No		
GEN	NERAL COMM	ENTS:		
Stud desig	ents in the Grapl	nic Design and Game Art programs demonstrate a high degree of proficiency in various so ts stated they enjoy their classes and are very pleased with the knowledge, talent, experience		
Ms.		lr. Juan Chavez, and the other instructors in the Graphic Design and Game Art programs ar	e to be commended for	
the h	igh quality of wo	ork and commitment demonstrated by their students.		
9.	PROGRA	AM EVALUATION		
	Bachelor's D	Degree in Information Technology: Major in Systems Security		
	Academic A	ssociate's Degree in Information and Network Technologies		
9.01	Is licensure, cer	tification or registration required to practice in the specific career field?		
	☐ Yes	No (Skip to question 9.02)		
9.02	Who is assigned to administer the academic program(s), and what are this person's qualifications? Mr. Bijan Houshiar, program chair, oversees the programs. Mr. Houshair holds a bachelor's degree in Electrical Engineering from California State University and a master's degree in Management from National University. Mr. Houshiar is a CISC Certified Network Associate (CCNA) and a Microsoft Certified System Engineer (MCSE). Mr. Houshiar has been at the campusince 2003 as an instructor and he became the program chair in 2006.			
9.03	Does this inc	lividual possess appropriate academic or experiential qualifications?		
9.04		idence that the program administrator has sufficient authority and responsibility for on of the educational program(s)?	the development and	
9.05	Are the time ⊠ Yes	and resources devoted to the administration of the educational program(s) sufficient?		
9.06	which meet of (a) Student Yes	gram meet the needs of its students and the requirements of the Council, as shown by student or exceed- the standards for the following areas: retention rate of 62%? No placement rate of 58%?	achievement outcomes	
	If No for eit relevant stan ✓ Yes	ther item does the Campus Effectiveness Plan (CEP) include data, analysis and activities dard?	to meet or exceed the	
9.07	The program	munity resources and describe how they are utilized to enrich the program(s). In has an active advisory board, which last met on April 18, 2013; several guest speakers, on May 1, 2013, Mr. Jason Hernandez, IT recruiter from Robert Half Technology, provided dustry; and three field trips were held this year, on September 25, 2013, the ITCS 103 studer	l advice on how to get a	

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	Best Buy by instructor, Mr. Adam Moghadam, to conduct a project on trouble shooting software used by the Best Buy IT department. Sign-in sheets and event information evidence these activities.		
9.08	Is the utilization of community resources sufficient to enrich the program? ☐ Yes ☐ No		
9.09	Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both? ☑ Yes ☐ No		
9.10	Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives? ☑ Yes ☐ No		
9.11	For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria? Yes Not Applicable (these elements are not part of the program or no student is at the point of needing them)		
9.12	Does the program use independent studies? ☐ Yes No (Skip to question 9.14)		
9.14	Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program? No No		
9.15	Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed? ☑ Yes ☐ No		
9.16	Is an appropriately detailed syllabus on file for each course that includes: (a) Title and course descriptions Yes		

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	(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments ☑ Yes ☐ No
9.17	Do students confirm that they receive a course syllabus and that it is followed? ☑ Yes ☐ No
9.18	Are the courses available when needed by the student in the normal pursuit of a program of study? ☑ Yes ☐ No
9.19	Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council? ☑ Yes ☐ No
	How many calls to employers or graduates were attempted? Academic Associate's Degree program in Information and Network Technologies: 0 (There were no graduates) Bachelor's degree program in Information Technology: Major in Systems Security: 6
	How many calls to employers or graduates were successful? Bachelor's degree program in Information Technology: Major in Systems Security: 4
	How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations. All 4 successful calls confirmed employment of graduates as reported on the 2012 CAR.
9.20	Was documentation on file to verify graduates classified on the CAR as "not available for placement"? ☑ Yes ☐ No
9.21	Does the campus participate in Title IV financial aid?
9.22	Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding? Yes No
9.23	Is there evidence that out-of-class work or the equivalency is being evaluated? ☑ Yes ☐ No
	If Yes, briefly describe the documentation of evaluation viewed on site. Students interviewed in two IT courses confirmed that homework was graded and produced copies of their graded homework for the team's review.
9.24	Are the following appropriate to adequately support the number and nature of the program? (a) Facilities. Yes No (b) Instructional equipment. Yes No (c) Resources. Yes No (d) Personnel. Yes No
9.25	Are the following elements appropriately incorporated into the instructional components of the program? (a) Systematic planning. ☐ Yes ☐ No (b) Well-defined instructional objectives. ☐ Yes ☐ No

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	ction and use of appropriate and current learning materials.
(d) Appropr	No iate modes of instructional delivery.
(e) The use	No of appropriate assessment strategies.
(f) The use	□No of appropriate experiences. □ No
	ty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their
	s academically and experientially appropriate to the subject matter they teach and the level of the credential
⊠ Yes	□No
Is the size of ⊠ Yes	the faculty appropriate to the total student enrollment?
Is an adequa	te core of full- and part-time faculty employed to ensure sound direction and continuity of development for the
program?	
∑ Yes	□ No
Are teaching ⊠ Yes	loads reasonable?
ACADEMIC A	SSOCIATE'S DEGREES ONLY
	er of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, a period of four semesters, six quarters, or the equivalent?
Is there a min	nimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
	rriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the
⊠ Yes	□ No
Is enrollmen ⊠ Yes	t in the second academic year of the two-year program sufficient to support regularly scheduled classes?
Are the second	nd-year courses based upon appropriate first-year prerequisites?
BACHELOR'S	S DEGREES ONLY
Is the number	er of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent,
	a period of eight semesters, 12 quarters, or the equivalent?
Is there a min	nimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
	tion offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials ibe the requirements for admission?

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9.46	Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree? Yes No
9.47	Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work? ☑ Yes ☐ No
9.48	Are the third- and fourth-year courses based upon appropriate prerequisites? ☑ Yes ☐ No
All of	MENDATIONS: The students interviewed by the team expressed great satisfaction with the instructors, their program, and with the academic nment in general.
9. 1	PROGRAM EVALUATION
1	Bachelor's Degree in Interior Design
9.01	Is licensure, certification or registration required to practice in the specific career field? ☐ Yes ☐ No (Skip to question 9.02)
9.02	Who is assigned to administer the academic program(s), and what are this person's qualifications? Mr. John Musolino, program chair, is assigned to administer the academic program. He is well-qualified to oversee the program. As previously stated, Mr. Musolino holds a bachelor degree in Architecture from Washington University and a master's degree in Architecture from Southern California Institute of Architecture. He is a licensed architect through the California Architects Board and is a Leadership for Energy and Environmental Design (LEED) accredited professional. He has over 10 years of experience as a classroom instructor in architectural design and technology and 4 years of experience as the program administrator at Westwood. His stays current with architectural design practices as a part-time, self-employed architect and by participating in continuing education required to maintain his architect's license.
9.03	Does this individual possess appropriate academic or experiential qualifications? ☑ Yes ☐ No
9.04	Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)? \square Yes \square No
9.05	Are the time and resources devoted to the administration of the educational program(s) sufficient? No No
9,06	Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas: (a) Student retention rate of 62%? ☐ Yes ☐ No (b) Student placement rate of 58%? ☐ Yes ☐ No
9.07	List the community resources and describe how they are utilized to enrich the program(s). The program utilizes the following community resources: a program advisory committees (PAC); associations with the local chapters of the American Society of Interior Designers (ASID) and Pacific Design Center (PDC); and field trips. Committee meeting notes confirm the participation of community practitioners to inform and improve program curriculum and teaching and learning. The professional associations provide opportunities to recruit advisory committee members and studio critics/jurors, to facilitate national design competitions (also used as classroom projects), and participation at local ASID networking events. The

local PDC exposes students to national and global design showrooms and a designer lectures series. Interviews with the program

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	chair and students and review of recent field trips provided in the program documents' binder illustrate how student learning is enriched by visits to local, iconic structures and interior spaces, museum design exhibits and tours of area design firms.
9.08	Is the utilization of community resources sufficient to enrich the program? ☑ Yes ☐ No
9.09	Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both? ☑ Yes ☐ No
9.10	Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives? ☑ Yes ☐ No
9.11	For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria? Yes Not Applicable (these elements are not part of the program or no student is at the point of needing them)
9.12	Does the program use independent studies? ☐ Yes No (Skip to question 9.14)
9.14	Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program? ☑ Yes ☐ No
9.15	Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed? ☐ Yes ☐ No
9.16	Is an appropriately detailed syllabus on file for each course that includes: (a) Title and course descriptions Yes

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	(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments \boxtimes Yes \square No
9.17	Do students confirm that they receive a course syllabus and that it is followed? ☑ Yes ☐ No
9.18	Are the courses available when needed by the student in the normal pursuit of a program of study? ☑ Yes ☐ No
9.19	Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council? ☑ Yes ☐ No
	How many calls to employers or graduates were attempted?
	Bachelor's degree in Interior Design; 2
	How many calls to employers or graduates were successful?
	Bachelor's degree in Interior Design: 1
	How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations. The 1 successful call confirmed the employment of the graduate as reported on the 2012 CAR.
9.20	Was documentation on file to verify graduates classified on the CAR as "not available for placement"? ☐ Yes ☐ No ☐ Not Applicable
9.21	Does the campus participate in Title IV financial aid? ⊠ Yes □ No (Skip to question 9.24)
9.22	Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding? Yes No
9.23	Is there evidence that out-of-class work or the equivalency is being evaluated? ☐ Yes ☐ No
	If Yes, briefly describe the documentation of evaluation viewed on site. The team confirmed out-of-class work or its equivalency through quiz completion, student project assignment summary descriptions, and presentation critiques.
9.24	Are the following appropriate to adequately support the number and nature of the program? (a) Facilities. Yes No (b) Instructional equipment. Yes No (c) Resources. Yes No (d) Personnel. Yes No
9.25	Are the following elements appropriately incorporated into the instructional components of the program? (a) Systematic planning. ☐ Yes ☐ No

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	(b) Well-defined instructional objectives.
	Yes No (c) The selection and use of appropriate and current learning materials.
	Yes No (d) Appropriate modes of instructional delivery.
	⊠ Yes □ No
	(e) The use of appropriate assessment strategies. ☐ Yes ☐ No
	(f) The use of appropriate experiences. ☐ Yes ☐ No
9.27	Do the faculty members' qualifications meet the minimum requirements outlined in the <i>Accreditation Criteria</i> , and are the qualifications academically and experientially appropriate to the subject matter they teach and the level of the credentia awarded?
	⊠ Yes □ No
9.28	Is the size of the faculty appropriate to the total student enrollment? ☐ Yes ☐ No
9.29	Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
	⊠ Yes □ No
9.30	Are teaching loads reasonable? ⊠ Yes □ No
FOR	ACHELOR'S DEGREES ONLY
9.43	Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent earned over a period of eight semesters, 12 quarters, or the equivalent? Yes \sum \sum No
9.44	Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration? Yes \sum No
9.45	If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising material clearly describe the requirements for admission? Yes No No Applicable (institution offers all four years of the degree)
9.46	Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree? Yes No
9.47	Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes an laboratory work? Yes No
9.48	Are the third- and fourth-year courses based upon appropriate prerequisites? ☐ Yes ☐ No

COMMENDATIONS:

The Interior Design program student outcomes illustrate strong computer-aided and three-dimensional architectural design and rendering skills. Interior design students expressed appreciation for the concentrated curriculum, focus on technology and architectural design software, proximity of the college and its resources close to home and work, and the personal attention they receive from the faculty and staff.

9. PROGRAM EVALUATION

Academic Associate's degree in Medical Office Management

Academic Associate's degree in Medical Insurance Billing and Coding

Diploma in Medical Assistant

9.01	Is licensure, certification or registration required to practice in the specific career field? Yes No (Skip to question 9.02)
9.02	Who is assigned to administer the academic program(s), and what are this person's qualifications? Ms. Pamela Blakely is the program director for the Medical Office Management, Medical Insurance Billing and Coding and Medical Assisting programs. Ms.Blakely holds an doctrate degree in Doctor of Podiatric Medicine from Ohio College of Podiatric Medicine. She has worked as a Medical Assistant instructor for past nine years at various institution's from 2004-2011. Ms Blakely attended a basic life support instructor course from the American Heart Association on 02/21/2013. She has been employed at Westwood College since December 2011.
9.03	Does this individual possess appropriate academic or experiential qualifications? ☑ Yes ☐ No
9.04	Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)? Yes No
9.05	Are the time and resources devoted to the administration of the educational program(s) sufficient? ☐ Yes ☐ No
9.06	Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas: (a) Student retention rate of 62%? Yes No Not Applicable (b) Student placement rate of 58%? Yes No Not Applicable
	If No for either item does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard? ☐ Yes ☐ No ☐ Not Applicable
	If No, insert section numbers 2-1-809, 3-1-512 and 3-1-111 in parentheses and explain:
	The courses listed above were started in May 2012. There is no documentation available at the time of team visit.
9.07	List the community resources and describe how they are utilized to enrich the program(s). Upon discussion with faculty members and students, and a review of documentation, the team found the following community resources are used to enrich the programs: guest speakers and field trips, presenters come from and trips are taken to the Robert F. Kennedy Institute, Conduct Health Screenings, Annual Health Fair in Wilmington, Beauty Shop Health Screenings in Inglewood, and other local institutions and hospitals; required externships with local hospitals and clinics; and a program advisory committee.
9.08	Is the utilization of community resources sufficient to enrich the program? ☑ Yes ☐ No
9.09	Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both? Yes \sum No

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9.10	Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
	⊠ Yes □ No
9.11	For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria? Yes \sum No
9.12	Does the program use independent studies? ☐ Yes No (Skip to question 9.14)
9.14	Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program? Yes \sum No
9.15	Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed? Yes No
9.16	Is an appropriately detailed syllabus on file for each course that includes: (a) Title and course descriptions Yes
9.17	Do students confirm that they receive a course syllabus and that it is followed? ⊠ Yes □ No
0.19	
9.18	Are the courses available when needed by the student in the normal pursuit of a program of study? Yes No
9.19	Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council? Yes No Not Applicable (there have been no graduates)

awarded?

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9.20	Was documentation on file to verify graduates classified on the CAR as "not available for placement"? ☐ Yes ☐ No ☐ Not Applicable
FOR	NEW GRANTS AND INITIAL GRANTS ONLY
9.21	Does the campus participate in Title IV financial aid? ⊠ Yes □ No (Skip to question 9.24)
9.22	Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding? Yes \sum No
9.23	Is there evidence that out-of-class work or the equivalency is being evaluated? ☑ Yes ☐ No
	If Yes, briefly describe the documentation of evaluation viewed on site. The team was provided documentation of graded homework and verification of weight given to out-of-class assignments.
FOR .	ALL VISITS
9.24	Are the following appropriate to adequately support the number and nature of the program? (a) Facilities. Yes No (b) Instructional equipment. Yes No (c) Resources. Yes No (d) Personnel. Yes No
9.25	Are the following elements appropriately incorporated into the instructional components of the program? (a) Systematic planning. Yes No (b) Well-defined instructional objectives. Yes No (c) The selection and use of appropriate and current learning materials. Yes No (d) Appropriate modes of instructional delivery. Yes No (e) The use of appropriate assessment strategies. Yes No (f) The use of appropriate experiences. Yes No
FOR	NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY
9.26	Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations? ☑ Yes ☐ No
	NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S REES ONLY
9.27	Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their

qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential

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	⊠ Yes	□No	
9.28	Is the size o ⊠ Yes	f the faculty appropriate to the total student enrollment?	
FOR	OCCUPATIO	NAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S	DEGREES ONLY
9.29	Is an adequ program? ⊠ Yes	ate core of full- and part-time faculty employed to ensure sound direction and continuity o	of development for the
FOR .	ACADEMIC	ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY	
9.30	Are teaching ⊠ Yes	g loads reasonable?	
FOR	NONDEGRE	E PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY	
9.31	Do all instr compensation Yes	ructors teach no more than 32 hours per week (except for an overload of one subject a on)?	llowed with additional
9,32	The state of the s	current student/teacher ratio? student/teacher ratio in the diploma in Medical Assisting program is 8:1.	
9,33	Is the currer Yes	nt student-teacher ratio reasonable for the mode of delivery and course content?	
FOR	ACADEMIC .	ASSOCIATE'S DEGREES ONLY	
9.38		per of hours required to complete the program at least 60 semester hours, 90 quarter hours a period of four semesters, six quarters, or the equivalent?	rs, or their equivalent,
9.39	Is there a m ⊠ Yes	inimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area \sum No	a of concentration?
9.40	Does the cusame degree Yes	urriculum quantitatively and qualitatively approximate the standards at other collegiate in \square No	nstitutions offering the
9.41	Is enrollmen ⊠ Yes	nt in the second academic year of the two-year program sufficient to support regularly sched	luled classes?
9,42	Are the seco	ond-year courses based upon appropriate first-year prerequisites?	

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SUMMARY

The institution is not in compliance with the Accreditation Criteria in the following areas:

Number	Citation	Summary Statement
1	3-1-111	The CEP does not contain baseline data for any of the five elements in the CEP (page 4).
2	3-1-602	The campus is not in compliance with the local fire and safety laws (page 18).

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RECOMMENDATIONS

The evaluation team offers the following recommendations for the institution's consideration (These recommendations are not included in the report seen by the Council):

MISSION:

- The student learning outcomes section of the CEP should be revised to emphasize those measurements that truly reflect what the
 students have learned (projects, senior seminars, portfolio assessment, capstone projects, externships, grade distribution, etc.).
 The current CEP includes these items along with many other issues such as curriculum development and instructional support
 that may influence student learning, but are not direct measurements of such.
- When revising the CEP, the campus should develop a section for the sixth area to be evaluated as indicated by criteria, graduation rates.

FACILITY:

- The team observed and experienced electrical issues affecting lighting on the 1st and 2nd floor classrooms. Interviews with administration confirmed that the 2nd floor electrical issue is recurring and action for resolution was enacted. The team also found multiple electrical outlet boxes exposed and uncovered in the learning commons area, which is perceived as a further concern for safety. It is recommended that these boxes be repaired and covered.
- There is an overall appearance of uncleanliness throughout the student learning commons area; in particular, the seating furniture for students is visibly stained and appears unattractive and unsanitary.
- Audio visual technology is reported by faculty and students as barely adequate and could benefit from additional maintenance, especially for better sound quality. It is recommended that these concerns be addressed to improve the overall student experience.

BUSINESS ADMINISTRATION:

Although students are generally happy with the overall campus, they would like to see more activities common to a more traditional college campus such as a basketball team.

GRAPHIC DESIGN:

Completing the setup of the render farm to support Maya would assist in speeding up the rendering process and freeing up additional laboratory computers. If there is room, adding the old lab computers (that are being replaced) to the render farm would also help to increase the overall processing power. The campus may also want to investigate using the OUYA development kit so that students can gain some practical experience in game console development.

INTERIOR DESIGN:

• There is currently one part-time faculty member teaching for the program and a program chair who also teaches some classes. Both faculty members have earned degrees in architecture and practice primarily as architects. There are no faculty members in the program that have earned degrees in interior design, have national interior design exam qualification, or interior design professional organization appellation. It is recommended that the administration hire and retain faculty that have one or more of these qualification examples and assign interior design theory and interior design studio-based classes to these faculty for a better balance of architectural and interior design skill outcomes and a wider breath of industry perspective, understanding, and standards.

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 The team observed a majority of the computers in the dedicated interior design computer laboratories are in the process of rendering and not available for other student use during classtime. Interviews with students confirmed slow computer speeds.
 The team recommends an action plan for technology equipment improvement for this program.

ALLIED HEALTH PROGRAMS:

- Courses including MICB 220, ICD9 CM Coding Essentials should start incorporating training for ICD-10 which is scheduled
 for implementation in October 2014. Information can be obtained from the Centers of Medicare and Medicaid Services at
 www.CMS.gov.
- Increased utilization of interactive software's, DVDs and test prep books and articles in library to enrich the allied health programs.

CONSTRUCTION MANAGEMENT:

- Monitor prerequisites very closely. One student in the Construction Management program, Ms. Rosana Chaves, took CM260 before taking CA201.
- The Construction Management program currently uses MS Project as a scheduling software. The team recommends the institution use an industry standard software such as Premavara.
- Revise the language in the catalog regarding one of the program learning outcomes for the Construction Management program.
 Students do not learn enough CAD skills to "create construction drawings." The team recommends the word "create" be revised to "interpret."



ADDITIONAL LOCATION INCLUSION VISIT REPORT

ITT--SOUTHFIELD 26700 Lahser Rd., Ste. 100 Southfield, MI 48033 ACICS ID Code: 00096945

Ms. Kelly Ruddle, Campus Director (b)(6) @itt-tech.edu)
(b)(6) @itt-tech.edu

MAIN CAMPUS

ITT Technical Institute Indianapolis, Indiana ACICS ID Code: 00016040

September 30-October 1, 2013

Scot Ober	Chair	Words, etc, Inc.	Tucson, Arizona
Michele Ernst	Student-Relations Specialist	Brown College	Mendota Heights, Minnesota
Gine Thomes-Cotter	Educational Specialist	EDMC	Phoenix, Arizona
Charles Saunders	Drafting/Electrical Engineering Specialist	Virginia College	Owens Cross Roads, Alabama
David Teneyuca	Network Systems Specialist	U. of TexasSan Antonio	San Antonio, Texas
Torri Hayslett	Accreditation Coordinator	ACICS	Washington, DC

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PROGRAMS OFFERED BY

ITT Technical Institute Southfield, MI

			PROVED PROGRAM Qtr. Part-	225,27	CAR Retention & Placement			
		The second section of the sect		11				
CREDENTIAL EARNED	ACICS CREDENTIAL	APPROVED PROGRAM TITLE		Part-	Ret.	Pla.	Ret.	Pla.
Associate of Applied Science Degree	Academic Associate's	Network Systems Administration	93	58/5	88.24%	N/A	N/A	N/A
Associate of Applied Science Degree	Academic Associate's	Electrical Engineering Technology	93	50/7	83.33%	N/A	N/A	N/A
Associate of Applied Science Degree	Academic Associate's	Drafting and Design Technology	93	14/3	N/A	N/A	N/A	N/A
Associate of Applied Science Degree	Academic Associate's	Industrial Engineering Technology	93	7/0	N/A	N/A	N/A	N/A

TOTAL ENROLLMENT

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INTRODUCTION

ITT—Southfield opened in March 2012 with 19 students enrolled in two academic associate's degree programs. The campus now offers four academic associate degree programs and plans to graduate its first class in December 2013. Although Southfield is not a low-income area, most students are lower-income students from the Detroit area. Most students are age 25 or older, most are male, and most have not attended any postsecondary institution before.

Although the campus reported in its 2012 CAR an impressive overall retention rate of 85%, the campus has a year-to-date retention rate in the Drafting and Design associate-degree program of 49%. This is a new program and was not reported in the 2012 CAR. The campus has already developed an improvement plan for the program and included it in its current CEP.

1. MISSION

1.01	Give the page number in the campus catalog on which the mission statement can be found. The mission statement is given on the front inside cover of the 2013-2014 campus catalog.
1.02	Does the campus have an appropriate mission statement with a set of supporting objectives? ☑ Yes ☐ No
1.03	Are the objectives devoted substantially to career-related education? ☑ Yes ☐ No
1.04	Are the objectives reasonable for the following? (a) The programs of instruction ☐ Yes ☐ No (b) The modes of delivery. ☐ Yes ☐ No (c) The facilities of the campus. ☐ Yes ☐ No
1.05	Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public? Yes \text{No} \text{No}

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1.06	Is the campus committed to successful implementation of its mission? ☑ Yes ☐ No
1.07	Does the campus have a current Campus Effectiveness Plan (CEP)? ☑ Yes ☐ No
1.08	If the campus is an additional location, does the additional location have its own CEP, separate from the main campus IEP? Yes
1.09	Does the CEP describe the following? (a) The characteristics of the programs offered. ☐ Yes ☐ No (b) The characteristics of the student population. ☐ Yes ☐ No (c) The types of data that will be used for assessment. ☐ Yes ☐ No (d) Specific goals to improve the educational processes. ☐ Yes ☐ No (e) Expected outcomes of the plans. ☐ Yes ☐ No
1.10	Are the following five required elements evaluated in the CEP? (a) Student retention. Yes
1.11	Define the student learning outcomes used by the campus and how these outcomes are being assessed. The campus plans to use student performance on capstone courses as its major means of documenting student learning outcomes.
1.12	Are the following identified and described in the CEP? (a) The baseline data for each outcome. Yes No Not Applicable (b) The data used by the campus to assess each outcome. Yes No Not Applicable (c) How the data was collected. Yes No Not Applicable (d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes. Yes No Not Applicable

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1,13	Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes? Yes No Not Applicable (new additional location or initial applicant only)
1,14	Has the campus published specific activities that will be undertaken to meet placement and retention goals? ✓ Yes ✓ No ✓ Not Applicable (new additional location only)
1.15	Describe the specific activities that the campus will undertake to meet these goals. The campus hired a full-time director of career services in February 2013, even though its first class of graduates will be in December 2013. The campus recently began offering software-specific workshops to its Drafting and Design students as a means of motivating them to complete the program. The campus has also increased the number of Drafting and Design instructors to add more perspective to the program of study.
1.16	Does the campus have documentation to show the following? (a) That the CEP has been implemented. Yes \square No
	(b) That specific activities listed in the plan have been completed. ☐ Yes ☐ No
	✓ Yes✓ No(c) That periodic progress reports have been completed.
	∑ Yes □ No
1.17	Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.
	Ms. Kelly Ruddle, campus director, is responsible for implementing and monitoring the CEP. She has a bachelor's degree in Business Administration from Olivet Nazarene University and a master's degree in Business Administration from Walsh College. She is a former director of a Dorsey Business School campus and has been with ITT since 2007. She has been director of this campus since January 2012.
1.18	Does the campus have documentation to show that the CEP is evaluated at least annually? Yes No Not Applicable (new additional location or initial applicant only)
COM	MENDATIONS:
	With the exception of no documentation of student learning outcomes, the CEP is well-written and complete, with useful analysis of the data presented.
2.	ORGANIZATION
2.01	Is the following information regarding the campus appropriately stated in the catalog? (a) Governance, control, and corporate organization.
	 (b) Names of the trustees, directors, and/or officers. ∑ Yes
	(c) Names of the administrators.
	⊠ Yes □ No
2.02	Does the campus: (a) Adequately train its employees?
	(b) Provide them with constant and proper supervision?
	Yes No
2.03	Is the administration of the campus efficient and effective? ☐ Yes ☐ No

2.04	Does the campus maintain written documentation to show that faculty and staff members: (a) Clearly understand their duties and responsibilities? Yes No
	(b) Know the person to whom they report?
	✓ Yes✓ No(c) Understand the standards by which the success of their work is measured?
	Yes No
2.05	Does the administration maintain documentation of the evaluation of the faculty and staff? ☐ Yes ☐ No
2.06	Has the campus adopted a policy on academic freedom that has been communicated to the faculty? ☑ Yes ☐ No
2.07	Does the campus have an appropriate grievance policy for faculty and staff? ☑ Yes ☐ No
2.08	Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?
2.09	Who is responsible for the financial oversight of the campus, and what are this person's qualifications?
	Ms. Ruddle, campus director, is responsible for financial oversight of the campus. As noted earlier, she has both a bachelor's degree and a master's degree in Business Administration. She is a former director of a Dorsey Business School campus and has been with ITT since 2007. She has been director of this campus since January 2012.
3.	ADMINISTRATION
3.01	Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study? Yes No
3.02	Are all staff well trained to carry out administrative functions? ☑ Yes ☐ No
3.03	Who is the on-site administrator, and what are this person's qualifications?
	Ms. Ruddle, campus director, is the on-site administrator. As noted earlier, she has both a bachelor's degree and a master's degree in Business Administration. She is a former director of a Dorsey Business School campus and has been with ITT since 2007. She has been director of this campus since January 2012.
3.04	Does the campus list degrees of staff members in the catalog? ☑ Yes ☐ No
	If Yes, is appropriate evidence of the degrees on file? ☑ Yes ☐ No
3.05	Is there evidence that the campus keeps adequate records to support the following administrative operations?
	 (a) Financial aid activities. ∑ Yes
	(b) Admissions.
	Yes No (c) Curriculum.
	Yes No

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	(d) Accreditation and licensure.
	✓ Yes✓ No(e) Guidance.
	Yes No
	(f) Instructional resources.
	Yes No
	(g) Supplies and equipment.
	⊠ Yes □ No
	(h) The school plant.
	⊠ Yes □ No
	(i) Faculty and staff.
	⊠ Yes □ No
	(j) Student activities.
	⊠ Yes □ No
	(k) Student personnel.
	⊠ Yes □ No
3.06	Does the campus admit ability-to-benefit students?
0.00	Yes No (Skip to Question 3.11.)
3.11	Do student files contain evidence of graduation from high school or the equivalent?
	⊠ Yes □ No
2.12	And annihilate transmites recipied and for all students?
3.12	Are appropriate transcripts maintained for all students? ☑ Yes ☐ No
3.13	Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus
	catalog?
	⊠ Yes □ No
Dat.	
3.14	Are student records protected from theft, fire, water damage, or other possible loss?
	⊠ Yes □ No
3.15	Does the campus maintain transcripts for all students indefinitely?
3,13	Yes No
3.16	Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all
	students?
8000	
	MENDATIONS:
The ca	impus director is well-qualified for her position and is managing the campus in a competent manner.
4. 1	RELATIONS WITH STUDENTS
4.01	How many student files were reviewed during the evaluation?
	The team reviewed 22 student files during the visit.
4.02	Does the campus ensure that its student relations reflect high ethical standards?
	⊠ Yes □ No
1.05	De la Maria de La caración de La Car
4.03	Does the campus have appropriate admissions criteria?
	⊠ Yes □ No
4.04	Does the campus contract with third parties for admissions and recruiting purposes?

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	Yes	⊠No	
4.05		dence to document that admissions criteria are applied consistently to all students admitted upons criteria (e.g., that students admitted into specific programs for the same start date are a criteria)?	
4.06	Does the add ✓ Yes	missions policy conform to the campus's mission?	
4.07	Is the admis	sions policy publicly stated?	
4.08	Is the admis ☑ Yes	sions policy administered as written?	
4.09	(a) Clearly⋈ Yes(b) Outline⋈ Yes	mpus use an enrollment agreement for each enrolled student that : outlines the financial obligations of both the institution and the student? No stall program related tuition and fees? No ignature of the student and the appropriate school representative? No	
	Is there evid	lence that a copy of the agreement has been provided to the student? No	
4,10	Mr. Fred Bacholds a bac	onsible for the oversight of student recruitment at the campus and what are this person's qual- rown, director of recruitment, is responsible for the oversight of student recruitment at the chelor's degree in Recreation and Parks Management from Eastern Michigan University institute since December 2005 as an admissions representative before becoming director of	he campus. Mr. Brown y. He has been at ITT
4.11	objectives for The team re	team able to verify that the recruiting process for new students is ethical and compatible the campus? Eviewed 22 student files, reviewing the admissions documents in each. After a thorough recruiting process was ethical and compatible with the educational objectives of the institu	view, the team was able
4.12	following? (a) Courses Yes (b) Service Yes (c) Tuition Yes (d) Terms. Yes	No No	nformation regarding the
4.13		impus use prospective student names obtained as a result of a survey, canvass, or promise of a student, or as a result of other marketing activity? No	of future employment or

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4.14	Does the state in which the campus operates require representatives to be licensed or registered? ☐ Yes ☐ No
4.15	Are the titles of recruitment and enrollment personnel appropriate? ☑ Yes ☐ No
4.16	Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement? Yes No Not Applicable (campus does not participate in financial aid)
4.17	Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards? Yes No
4.18	Does the campus have written policies and procedures for evaluating and accepting transfer of credit? ☑ Yes ☐ No
4.19	Is there evidence that the campus properly awards transfer of credit? ☑ Yes ☐ No ☐ Not Applicable
4.20	Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus? ☑ Yes ☐ No
4.21	Has the campus established articulation agreements with other institutions? ☐ Yes No (Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs)
4.24	Is the standards of satisfactory academic progress policy published in the catalog? ☑ Yes ☐ No
	If Yes, state the page number(s) where the standards of satisfactory academic progress policy is published? The standards of satisfactory academic progress policy can be found on pages 37-40 of the current catalog
4.25	Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following? (a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length. ☐ Yes ☐ No
	 ✓ Yes □ No (b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame. ✓ Yes □ No
	(c) Procedures for re-establishing satisfactory academic progress. ☐ Yes ☐ No
	(d) A definition of the effects of the following on the CGPA and successful course-completion percentage: Withdrawals. Yes □ No Incomplete grades. Yes □ No Repeated courses. Yes □ No Non-punitive grades.
	 ✓ Yes □ No □ Not Applicable (campus does not offer) Non-credit or remedial courses. ✓ Yes □ No □ Not Applicable (campus does not offer)
	A warning status. Yes No Not Applicable (campus does not use) A probationary period. Yes No

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	An appeal process. ☐ Yes ☐ No An extended-enrollment status. ☐ Yes ☐ No ☐ Not Applicable (campus does not offer) The effect when a student changes programs. ☐ Yes ☐ No ☐ Not Applicable (campus only offers one program of study The effect when a student seeks to earn an additional credential. ☐ Yes ☐ No ☐ Not Applicable (campus only offers one credential) The implications of transfer credit. ☐ Yes ☐ No
4.26	Does the campus apply its SAP standards consistently to all students? ☑ Yes ☐ No
4.27	Are students who are not making satisfactory academic progress properly notified? ⊠ Yes □ No □ Not Applicable (no students are in violation of SAP)
4.28	Is SAP evaluated at the end of each academic year or at 50% of the normal program length if the program is one academic year in length or shorter? ☑ Yes ☐ No
4.29	Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent? Yes No Not Applicable (all programs are one year or less)
4.30	Are students who are not making satisfactory academic progress at the end of the second year dismissed? Yes No Not Applicable (all programs are less than two years)
4.31	Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment? ☐ Yes ☐ No
4.32	Are students allowed to remain on financial aid while under warning status? ☐ Yes ☐ No ☐ Not Applicable
	Students continue to be eligible for financial aid while on probation. The campus does not use the financial-aid warning status as part of its SAP policy.
4.33	Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated and considered to be making satisfactory academic progress? ☑ Yes ☐ No
4.34	Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances? Yes No Not Applicable (campus does not have extended enrollment and/or does not participate in financial aid)
4.35	Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length? Yes No Not Applicable (campus does not have extended enrollment)
4.36	For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived? Yes No Not Applicable (there is no such student)
4.37	Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs? Yes \sum No

4.38	Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications? Mr. Gabriel Cassar, dean, administers satisfactory academic progress. Mr. Cassar has a master's degree in Leadership Studies and a bachelor's degree in Computer Science. He has been working at ITT since 2008 in various roles, including instructor, program chair, and now dean.
4.39	Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs? ☑ Yes ☐ No
4.40	Does the campus finance any of the following? (Mark all that apply.) (a) Scholarships. (b) Grants. (c) Loans. (d) The campus does not offer scholarships, grants, and/or loans. (Skip to Question 4.42.)
	If Yes for any item, does the campus properly identify all scholarship, grant, and loan programs? ☐ Yes ☐ No
4.41	Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship and grant programs in its catalog? ☑ Yes ☐ No
4.42	Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees? ☐ Yes ☐ No
4.43	Are tuition and fees clearly stated in the catalog? ⊠ Yes □ No
	If Yes, have students confirmed receiving a copy of the catalog? ☑ Yes ☐ No ☐ Not Applicable
4.44	Do the financial records of students clearly show the following? (a) Charges. Yes No (b) Dates for the posting of tuition. Yes No (c) Fees. Yes No (d) Other charges. Yes No (e) Payments. Yes No (f) Dates of payment, Yes No (g) The balance after each transaction. Yes No
4.45	Is the effective date listed on announcements of changes in tuition and fees? ☐ Yes ☐ No ☐ Not Applicable (campus has not changed tuition or fees)
4.46	Is the campus' refund policy published in the catalog? ☑ Yes ☐ No
4.47	Is the refund policy fair, equitable, and applicable to all students? ☑ Yes ☐ No

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4.48	Is the campus following its stated refund policy? ☑ Yes ☐ No	
4.49	Does the campus participate in Title IV financial aid? ⊠ Yes □ No (Skip to question 4.57)	
4.50	Who is responsible on-site for administering student financial aid, and what are this person's qualifications? Ms. Zaneta McCatty, director of finance, is responsible for the on-site administration of student financial aid. She has earn college credit from Daniel Webster College, DeVry University, and ITT Technical Institute. She has been working financial aid at ITT Technical Institute in several roles since 2008 and has been serving as director of finance since Februa 2012.	in
4.51	Is the person who determines the amount of student awards <i>not</i> also responsible for disbursing those awards? \boxtimes Yes \square No	
4.52	Are final student financial aid award determinations made by administrative individuals who are <i>not</i> responsible for recruitment Yes No	t?
4.53	Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedu and changes in the field? Yes	es
4.54	Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropri memberships in professional organizations held by this individual). The director of finance (DOF) is an active member of the Michigan Student Financial Aid Association (MSFAA). This ye she is serving on the MSFAA Conference Program Committee. In addition, there is documentation of regular participation webinars sponsored by Sallie Mae Department of Education Loan Services in the DOF's file.	ar
4.55	Is there evidence that the financial aid administrator regularly participates in professional awareness activities? ☑ Yes ☐ No	
4.56	Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour credit hour programs and/or clock-to-credit hour programs, including conversion ratios? \boxtimes Yes \square No	or
4.57	Does the campus provide discounts for cash received in advance of the normal payment schedule? Yes No (Skip to question 4.58.)	
4.58	Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or person counseling, student orientation, etc. There are numerous student services offered at the campus, including tutoring, academic advising, student orientation, a career advising.	
4.59	Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement the campus' graduates? Yes No Not Applicable	of
	There have been no graduates.	
4.60	Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are t person's qualifications? Ms. Gail Allan, director of career services, is responsible for the counseling of students on employment opportunities. S holds associate's and bachelor's degrees in Early Childhood Studies. Ms. Allan's work experience includes four years career-development advising at New Haven High School and one year as career services advisor for another local care college.	he of

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4.61	Does the campus offer employment assistance to all students? Yes	
	Yes No Not Applicable (campus enrolls only international students on a student visa)	
4.62	Does the campus use placement percentages or salary projections as part of its recruiting activities? ☐ Yes ☐ No	
4.63	The beginning enrollment on the most current Campus Accountability Report (CAR) is 0 The ending enrollment reported on the previous year's CAR is Not applicable	
4.64	Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountable Report (CAR) last submitted to the Council? ☑ Yes ☐ No ☐ Not Applicable	ility
4.65	Are students who receive financial aid counseled concerning their student loan repayment obligations? Yes No Not Applicable (campus does not participate in financial aid)	
4.66	Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repaymobligations. Students are advised on repayment options during the enrollment process and each time the student repackages their finan aid. Incoming students receive an "Entrance Counseling Guide for Direct Loan Borrowers." While the campus has graduated any students yet, they plan to conduct exit interviews to counsel students on repaying student loans.	cial
4.67	Describe the extracurricular activities of the campus (if applicable). The campus has started an electronics club and has attempted to start a drafting club and an information technology club, campus sponsors a student appreciation event at the start of every quarter, to include events like cookouts, nacho bar, and the fall a turkey bowl.	
5. E	DUCATIONAL ACTIVITIES	
5.01	Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applications state laws? Yes No	able
5.02	Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications? Mr. Gabriel Cassar, dean, oversees the educational activities of all programs on the campus. He has been working for ITT si 2008 in various positions and was appointed campus dean in February 2012. Mr. Cassar holds an associate's degree Computer Networking Technology, Microsoft Option; an associate's degree in Management; a bachelor's degree in Comp Science; and a master's degree in Business Administration, all from Baker College. He had served as a program chair at I Dearborn, an instructor at ITT-Swartz Creek, and has experience in desktop support, network engineering, and help-decoordination at computer and computer-related companies.	nce in uter TT-
5.03	Does this person have appropriate academic or experiential qualifications? ☑ Yes ☐ No	
5.04	Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for development and administration of the programs. The program administrators have sufficient authority for the development of the academic programs at the ITT-Southf campus. Evidenced by statements in their job descriptions reviewed by the team, including "creates academic goals objectives," "ensures compliance with policies and procedures," and "delivers quality student services."	ield
5.05	Is the time devoted to the administration of the educational programs sufficient? ☑ Yes ☐ No	

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5.06	Is there a published policy on the responsibility and authority of faculty in academic governance? ☑ Yes ☐ No	
5.07	Does the policy, at a minimum, address the role of the faculty in the following areas? (a) Development of the educational program. ☐ Yes ☐ No (b) Selection of course materials, instructional equipment and other educational resources. ☐ Yes ☐ No (c) Systematic evaluation and revision of the curriculum. ☐ Yes ☐ No (d) Assessment of student learning outcomes. ☐ Yes ☐ No (e) Planning for institutional effectiveness. ☐ Yes ☐ No	
5.08	Is there evidence that this policy has been adopted and faculty members are aware of it? ☑ Yes ☐ No	
5.09	Does the campus have any programs that require specialized programmatic accreditation to obtain entry-levelicensure by the state in which the campus is approved? Yes No (Skip to question 5.11)	l employment or
5.13	Are the educational programs consistent with the campus' mission and the needs of its students? ⊠ Yes □ No	
5.14	Do the formation of policies and the design of educational programs involve students, graduates, administra other interested parties such as advisory committees? ☑ Yes ☐ No	tors, faculty, and
5.15	What provisions are made for individual differences among students? Faculty ensure provisions are made for individual student differences through modifying their choices methods within classes to include lecture, demonstrations, and explanations; offering extra support through program; and utilizing their in-service training to accommodate for differences in gender, sexual and religious preferences.	ough the library
5.16	Describe the system in place to evaluate, revise, and make changes to the curriculum. ITT-Southfield offers a number of avenues for evaluating and revising curriculum. Faculty may submit ideas for the faculty collaboration portal maintained on the internet. A district curriculum lead is available for face-to-phone contact to discuss curricula revisions. Program Advisory Committees (PACs) review curricula and reconnected and students may offer their suggestions through surveys in various classes. Any contemplated are passed through the corporate curriculum committee which has final say on the implementation	o-face, e-mail, or ommend changes changes that are
5.17	Does the faculty participate in this process? ☑ Yes ☐ No	
5.18	Is credit appropriately converted in relation to total student contact hours in each class? ☑ Yes ☐ No	
5.19	If the campus awards academic credit to students who demonstrate subject competency based on academic, personal experiences, is there an established systematic method for evaluating and awarding academic crecampus adheres? Yes No Not Applicable (campus does not award such credit)	
	If Yes, is there appropriate documentation of the assessments of knowledge, skills, or competencies required? Yes No	

5.20	Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved? ☐ Yes ☐ No
5.21	Are the following appropriate to adequately support the number and nature of the general education courses? (If only nondegree programs are offered with no general education courses, skip to 5.22) (a) Facilities. Yes No (b) Instructional equipment. Yes No (c) Resources. Yes No (d) Personnel. Yes No
5.22	Does the campus provide an environment for its faculty that is conducive to effective classroom instruction? ☑ Yes ☐ No
5.23	Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs? ☑ Yes ☐ No
5.24	Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws? ☐ No
5.25	Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors? ☑ Yes ☐ No
5.26	Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States? Yes No Not Applicable (no faculty members hold foreign credentials)
5.27	Is there documented evidence of a systematic program of in-service training at the campus? ☑ Yes ☐ No
	If Yes, how is this documented? The team evidenced in-service documentation in faculty files, and verified in-service training is held during interviews while on-site.
5.28	Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans? \square Yes \square No
5.29	Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings? ☑ Yes ☐ No
5.30	Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs? ☑ Yes ☐ No
531 D	Does the institution utilize contracts and/or agreements with other institutions or entities?
2.51 D	Yes No

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5,34	Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the <i>Accreditation Criteria</i> ? ☑ Yes ☐ No
5,35	Does the program include a minimum of 15 semester, 22.5 quarter hours, or their equivalent in general education courses? Yes No
5,36	Do the programs' general education courses meet Council standards in that the courses place emphasis on principles and theory not on practical applications associated with a particular occupation? Yes No
5,37	Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification? Yes \sum No
6. 1	EDUCATIONAL FACILITIES
6.01	Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information). The campus is located on the first floor of a four-story office building in Southfield, Michigan, a suburb of Detroit. It comprises 19,308 square feet, which includes theory classrooms, laboratories, administrative offices, library, bookstore, and staff and student lounge areas. There is adequate parking, and the facility is handicapped-accessible.
6.02	Does the campus utilize any additional space locations? ☐ Yes
6.03	Does the campus utilize campus additions? ☐ Yes
6.04	Are all facilities (including additional space and campus additions) appropriate for the size of the student population and the programs offered? \square Yes \square No
6.05	Are the following appropriate to support the student population and the programs offered at all locations (including additional space and campus additions)? (a) Equipment Yes
6,06	Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations? Yes No Not Applicable
7. 1	PUBLICATIONS
7.01	What catalog was used during the evaluation (please include the year, number, and volume if appropriate)? The catalog used during the evaluation visit is the ITT-Southfield, MI 2013-2014 Catalog, volume 12, with a published date of September 13, 2013, and an effective date of 09/13/2013 - 09/14/2014.
7.02	Does the self-study or additional location application part II accurately portray the campus? Yes No

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7.03	Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students? Yes \square No
7.04	Does the catalog contain the following items?
,,,,,,	(a) A table of contents and/or an index.
	⊠ Yes □ No
	(b) An indication of the year or years for which the catalog is effective on the front page or cover page.
	⊠ Yes □ No
	(c) The names and titles of the administrators.
	⊠ Yes □ No
	(d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.
	⊠ Yes □ No
	(e) A statement of accreditation
	Yes No Not Applicable (initial applicant)
	(f) A mission statement.
	⊠ Yes □ No
	(g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the
	area of teaching specialization.
	⊠ Yes □ No
	(h) An academic calendar.
	⊠ Yes □ No
	(i) A full disclosure of the admission requirements.
	⊠ Yes □ No
	(j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing
	of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit
	or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration
	needed to work in the field; and any additional requirements that must be met to complete the curriculum.
	⊠ Yes □ No
	(k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise
	description of the course contents, and any necessary prerequisites.
	⊠ Yes □ No
	 An explanation of the grading system that is consistent with the one that appears on the student transcript.
	⊠ Yes □ No
	(m) A definition of the unit of credit.
	(n) A complete explanation of the standards of satisfactory academic progress.
	⊠ Yes □ No
	(o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for
	completion of each.
	⊠ Yes □ No
	(p) The transfer of credit policy.
	⊠ Yes □ No
	(q) A statement of the tuition, fees, and any other charges.
	⊠ Yes □ No
	(r) A complete and accurate listing of all scholarships, grants, and/or loans offered.
	(s) The refund policy.
	(t) A statement describing the student services offered.
	Yes No
	(u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of
	catalog). Yes No Not Applicable (initial applicants only)
	EN 1 CO LITTO Experience (initial approants only)

7.05	Does the campus offer degree programs? ⊠ Yes □ No
	If Yes, does the catalog contain the following? (a) An explanation of the course numbering system (for all levels). Yes
	(b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and bachelor's degrees only).
	(c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only). Yes No
	 (d) Identification of courses that satisfy the upper-division (for bachelor's degrees only). ✓ Yes □ No
	Bachelor degree programs are not currently offered at the campus, but are listed in the catalog.
7.06	Does the campus offer courses and/or programs via distance education? ☐ Yes ☐ No (Skip to Question 7.07.)
7.07	Does the catalog contain an addendum/supplement? ☐ Yes No (Skip to Question 7.08.)
7.08	Is the catalog available online? ☑ Yes ☐ No (Skip to Question 7.09.)
	If Yes, does it match the hard copy version? ⊠ Yes □ No
7.09	Does the campus utilize a multiple-school catalog? ☐ Yes No (Skip to Question 7.10.)
7.10	Is all advertising and promotional literature, through any type of media (social media, website, newspapers, etc.), truthful and dignified?
	⊠ Yes □ No
7.11	Is the correct name of the campus listed in all advertising, web postings and promotional literature? Yes \sum No
7.12	Where does the campus advertise (publications, online, etc.)? The campus advertises online, through direct mailers, postcards, brochures, posters, television commercials, and radio.
	Are all print and electronic advertisements under acceptable headings? ☑ Yes ☐ No
7.13	Does the campus use endorsements, commendations, or recommendations in its advertising? ☑ Yes ☐ No (Skip to Question 7.14.)
	If Yes, is there evidence that prior written consent was obtained and that all representations are factual and portraying current conditions?
	∑ Yes
7.14	Does the campus utilize services funded by third parties? ☐ Yes No (Skip to Question 7.15.)

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7,15	Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job for graduates? ☐ Yes ☐ No	placement or salary
7.16	Is the phrase "for those who qualify" properly referenced in all advertising that mentions financial aid? ☐ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)	
7.17	What institutional performance information does the campus routinely provide to the public? The institutional performance information provided to the public includes information on placement, retention fees, possible occupations, and on-time graduation rate.	on, tuition costs and
	Where is this information published and how frequently is this information being updated? The information is published online and is updated on an annual basis.	
8. 1	LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOL	OGY
8.01	Does the campus develop an adequate base of library resources? ☑ Yes ☐ No	
8.02	Does the campus ensure access of library resources to all faculty and students, including students at nonmain \bigcirc Yes \bigcirc No	campuses?
8.03	Does the campus provide training and support to faculty and students in utilizing library resources as an learning process? ☑ Yes ☐ No	integral part of the
8,04	Are adequate staff provided to support the development, organization of the collection, and access of library Yes ☐ No	y resources?
8.05	Describe how the campus develops continuous assessment strategies for resources and information services? The librarian holds regular workshops with faculty to monitor student engagement with library resourcemembers of the library committee, a group that meets regularly to determine the need for new resources holdings for relevance. In addition, the corporate librarian monitors the appropriateness of the institution's of the institution's content	and review current
	Are these methods appropriate? ☑ Yes ☐ No	
8.06	Is the library staff adequately trained to support the library? ☑ Yes ☐ No	
8.07	Is the campus' established annual budget appropriate to the size and scope of the campus and the programs allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resonaterials? Yes No	
8.08	What is the amount of the current year's library budget excluding personnel allocations? The current year's library budget is \$5,972.	
8.09	What portion of the current year's library budget has been spent and how has the money been allocated? To date, the campus has spent \$1,572 on the virtual library, \$1,200 on periodicals, and \$2,000 on books to su. The library budget runs from January 1 through December 31.	pport the curricula.
8.10	Is there evidence that the faculty have major involvement in the selection of library resources? ☑ Yes ☐ No	

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8.11	Are the library hours adequate to accommodate the needs of all students? ☑ Yes ☐ No
8.12	Describe how the faculty inspire, motivate, and direct student usage of the library resources? Faculty inspire, motivate, and direct student library usage through specific homework and class assignments, often requiring use of the virtual library. Faculty use the library to hold tutoring sessions with students. The librarian makes presentations in various classes to help students understand what is available through library resources and how to properly benefit from their use. The librarian and her assistant also offer support for students and faculty upon request.
	Are these methods appropriate? ☑ Yes ☐ No
8.13	Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials? Yes No
8.14	Are records of physical and/or online resources and circulation accurate and up to date? ⊠ Yes □ No
8.15	If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented? Yes No Not Applicable (no interlibrary agreements)
8.16	Describe any full-text online collections available to students. The library subscribes to a number of full-text online collections through its virtual library system. Among the collections are the Association for Computing Machinery (ACM) Digital Library, which contains information related to information technology; EbscoHOST, which includes general education subjects; Lexis/Nexis for over 6000 journals covering news and current events; and ProQuest, which is a general collection of information, including many national and international newspapers. The library also has access to a number of general reference and book sources such as AccessScience that includes the McGraw-Hill Encyclopedia of Science and Technology, Britannica Online, and books 24x7.
8.17	Are the library physical holdings and /or full-text online collections up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs? Yes \sum No
8.18	Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics? ☐ No
8.19	Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site? Ms. Stephanie Fair is the on-site librarian. Ms. Fair has a bachelor's degree in History from Oakland University and a master's degree in Library and Information Science from Wayne State University. Ms. Fair was appointed librarian in September 2013. Prior to this appointment, she was the ITT-Troy library assistant from 2012 to 2013. Her previous work experience includes positions as a banker, customer service representative, shift supervisor, and shift manager at various businesses. Ms. Fair is on-site Monday and Tuesday from 9 a.m. to 6 p.m., Wednesday from 1 p.m. to 10 p.m., and Thursday and Friday from 9 a.m. to 6 p.m. The library is open Monday through Friday from 9 a.m. to 10 p.m. and Saturday from 9 a.m. to 2 p.m.
	Ms. Fair is supported by Ms. Melissa Bowen, library assistant. Ms. Bowen has a bachelor's degree in History from Eastern Michigan University and a master's degree in Library and Information Science from the University of Michigan. Prior to her employment at ITT-Southfield, Ms. Bowen was a research assistant and intern at facilities including the University of Michigan Law Library, Ford Motor Company, William L. Clements Library, Bruce T. Halle Library, and the Canton Public Library. Ms. Bowen is on-site Monday, Tuesday, and Friday from 5 p.m. to 10 p.m. and on Saturday from 9 a.m. to 2 p.m.
	Does this individual: (a) Supervise and manage the library and instructional resources?
	 Yes ☐ No (b) Facilitate the integration of instructional resources into all phases of the campus's curricular and educational offerings? Yes ☐ No

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	(c) Assist students in the use of instructional resources? ⊠ Yes □ No
8.20	Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources? ☑ Yes ☐ No
8.21	Have library staff transcripts from campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States? Yes Not Applicable (staff do not hold foreign credentials)
8.22	Is documentation on file to reflect the librarian's participation in professional growth activities? ☑ Yes ☐ No
8.23	Are the hours the library is open adequate to accommodate the needs of all students? ☑ Yes ☐ No
8.24	Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning? ☑ Yes ☐ No
200	PROGRAM EVALUATION Academic Associate's Degree in Network Systems Administration
9.01	Is licensure, certification or registration required to practice in the specific career field?
	\square Yes \square No (Skip to question 9.02)
9.02	Who is assigned to administer the academic program(s), and what are this person's qualifications? Mr. Gabriel Cassar, dean, administers the Network Systems Administration program. As previously noted, Mr. Cassar holds an associate's degree in Computer Networking Technology, Microsoft Option; an associate's degree in Management; a bachelor's degree in Computer Science; and a master's degree in Business Administration, all from Baker College. He had served as a program chair at ITT-Dearborn, an instructor at ITT-Swartz Creek, and has experience in desktop support, network engineering, and help-desk coordination at computer and computer-related companies.
	His responsibilities include serving as the subject-matter expert on curriculum for faculty and students. He assists the campus director with related program issues and serves as the current liaison to the director for communicating curriculum issues and/or recommendations. Mr. Cassar is qualified to administer this program.
9.03	Does this individual possess appropriate academic or experiential qualifications? ☑ Yes ☐ No
9.04	Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)? Yes \sum No
9.05	Are the time and resources devoted to the administration of the educational program(s) sufficient? ☑ Yes ☐ No

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9.06	Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcome which meet or exceed-the standards for the following areas: (a) Student retention rate of 62%?
	Yes No Not Applicable (Additional Location Inclusion only) (b) Student placement rate of 58%?
	Yes No Not Applicable (Additional Location Inclusion only)
9.07	List the community resources and describe how they are utilized to enrich the program(s). The Network Systems Administration program uses the following community resources for enrichment: guest speaker workshops; and "Demo Days," whereby students can receive hands-on experience in network administration with loc professionals. For example, on September 14, 2013, a Demo Day was held and attended by over 20 students. The event provide students with valuable experience on network configuration and security controls. The program also has a formal advisory boar comprised of a diverse group of network professionals who collaborate to support the students, campus, and communit Meeting minutes and event documentation evidence activities that provide a great benefit to the Network System Administration program and, most importantly, enhance the learning experience of the students.
9.08	Is the utilization of community resources sufficient to enrich the program? ⊠ Yes □ No
9.09	Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, a academic credential, or both? ☑ Yes ☐ No
9.10	Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and i objectives? ☑ Yes ☐ No
9.11	For programs that include practica, externships, or internships, does the institution have a written and mutually signer agreement that outlines the arrangement between the institution and the practicum site, including specific learning objective course requirements, and evaluation criteria? Yes No Not Applicable (these elements are not part of the program or no student is at the point of needing them)
9.12	Does the program use independent studies? ☐ Yes No (Skip to question 9.14)
9.14	Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program? ☑ Yes ☐ No
9.15	Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed Yes \sum No
9.16	Is an appropriately detailed syllabus on file for each course that includes: (a) Title and course descriptions ☐ Yes ☐ No (b) Course numbers ☐ Yes ☐ No (c) Course prerequisites and/or corequisites ☐ Yes ☐ No
	(d) Instructional contact hours/credits ☐ Yes ☐ No (e) Learning objectives ☐ Yes ☐ No

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	(f) Instructional materials and references
	 ✓ Yes
	Yes No
	(h) Instructional methods
	Yes No
	(i) Assessment criteria
	⊠ Yes □ No
	(j) Method of evaluating students
	⊠ Yes □ No
	(k) Date the syllabus was last reviewed
	⊠ Yes □ No
	For Title IV participant campuses that have <u>lecture</u> courses in <u>credit hour programs</u> or <u>clock-to-credit hour programs</u> only: (l) Out-of-class work assignments that support the learning objectives for the course
	☐ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)
	(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments ☐ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)
9.17	Do students confirm that they receive a course syllabus and that it is followed? ☐ Yes ☐ No
9.18	Are the courses available when needed by the student in the normal pursuit of a program of study? Yes No
9.19	Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last
	Campus Accountability Report submitted to the Council?
	☐ Yes ☐ No ☐ Not Applicable (there have been no graduates)
9.20	Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
2,20	Yes No Not Applicable
9.24	Are the following appropriate to adequately support the number and nature of the program?
	(a) Facilities.
	⊠ Yes □ No
	(b) Instructional equipment.
	⊠ Yes □ No
	(c) Resources.
	⊠ Yes □ No
	(d) Personnel.
	∑ Yes
9.25	Are the following elements appropriately incorporated into the instructional components of the program?
7.60	(a) Systematic planning.
	Yes □ No
	(b) Well-defined instructional objectives.
	Yes No
	(c) The selection and use of appropriate and current learning materials.
	⊠ Yes □ No
	(d) Appropriate modes of instructional delivery.
	⊠ Yes □ No
	(e) The use of appropriate assessment strategies.
	⊠ Yes □No
	(f) The use of appropriate experiences.
	⊠ Yes □ No

VER. September 1, 2013 ACICS INITIAL, REEVALUATION, OR ADDITIONAL LOCATION INCLUSION REPORT Page 23 of 27 9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded? X Yes No 9.28 Is the size of the faculty appropriate to the total student enrollment? X Yes 9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program? X Yes No 9.30 Are teaching loads reasonable? X Yes No 9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent? X Yes No 9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration? X Yes Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the 9.40 same degree? X Yes _ No Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes? 9.41 Not Applicable (no students in the second year) 9.42 Are the second-year courses based upon appropriate first-year prerequisites? X Yes No Not applicable GENERAL COMMENTS: The student and faculty interviews provided a good reflection of the campus and its leadership. Everyone is pleased with the support and performance of the staff and administration. In addition, the organizational climate provides a professional and courteous environment for student success. 9. PROGRAM EVALUATION Academic Associate's Degree in Drafting and Design Technology (DDT) Academic Associate's Degree in Electrical Engineering Technology (EET) Academic Associate's Degree in Industrial Engineering Technology (IET) 9.01 Is licensure, certification or registration required to practice in the specific career field? No (Skip to question 9.02) Yes 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications? Mr. Mohamad Kheirallah, chair of the school of electronics technology, oversees the technology programs. Mr. Kheirallah holds a bachelor's degree in Electrical Engineering - Power Engineering from Damascus University in Syria, which was evaluated and equated to programs offered at American institutions by World Education Services on July 26, 2010. Mr. Kheirallah holds a master's degree in Electrical and Computer Engineering from Lawrence Technology University and is currently pursuing his

doctorate in Mechanical Engineering at Lawrence Technology.

9.03

9.04

Mr. Kherirallah is supported by the following two subject-matter experts (SMEs) in his oversight of the programs: 1) Mr.

Sylvanus Monyem, SMS for the Industrial Engineering program, who holds an associate's degree in Computer-Aided Manufacturing Technology, a bachelor's degree in Manufacturing Engineering Technology from New Jersey Institute of Technology, and a master's degree in Management from the University of Maryland in Adelphi, Maryland; and 2) Ms. Tabitha Estell, SME for the Drafting and Design Technology program, who holds a bachelor's degree in Architecture from Lawrence Technology University. Does this individual possess appropriate academic or experiential qualifications? X Yes No Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)? X Yes No

9.03	Yes No
9.06	Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed-the standards for the following areas: (a) Student retention rate of 62%? Yes No Not Applicable (Additional Location Inclusion only) (b) Student placement rate of 58%? Yes No Not Applicable (Additional Location Inclusion only)
9.07	List the community resources and describe how they are utilized to enrich the program(s). The DDT, IET, and EET programs utilize a program advisory committee (PAC), field trips, and guest speakers to gain insight from professionals doing business in these fields and to ensure the students are learning the necessary skills to compete for jobs in these fields, specifically, in the Detroit, Michigan, metropolitan area. Documentation in faculty files confirmed that such events are taking place.
9.08	Is the utilization of community resources sufficient to enrich the program? ☑ Yes ☐ No
9.09	Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both? ☐ Yes ☐ No
9.10	Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives? ☑ Yes ☐ No
9.11	For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria? Yes No Not Applicable (these elements are not part of the program or no student is at the point of needing them)
9.12	Does the program use independent studies? ☐ Yes No (Skip to question 9.14)
9.14	Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program? ☑ Yes ☐ No
9.15	Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed? Yes \square No

9.16	Is an appropriately detailed syllabus on file for each course that includes:
	(a) Title and course descriptions
	⊠ Yes □ No
	(b) Course numbers
	⊠ Yes □ No
	(c) Course prerequisites and/or corequisites
	⊠ Yes □ No
	(d) Instructional contact hours/credits
	Yes No
	(e) Learning objectives
	Yes No
	(f) Instructional materials and references
	Yes No
	(g) Topical outline of the course
	⊠ Yes □ No
	(h) Instructional methods
	⊠ Yes □ No
	(i) Assessment criteria
	⊠ Yes □ No
	(j) Method of evaluating students
	⊠ Yes □ No
	(k) Date the syllabus was last reviewed
	∑ Yes □ No
	For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
	(1) Out-of-class work assignments that support the learning objectives for the course
	Yes No Not Applicable (Additional Location Inclusion)
	(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
	Yes No Not Applicable (Additional Location Inclusion)
9.17	Do students confirm that they receive a course syllabus and that it is followed?
2111	Yes No
	23 143
9.18	Are the courses available when needed by the student in the normal pursuit of a program of study?
3.1 α	Yes No
	⊠ res □ No
0.10	We the took of the best of the
9.19	Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last
	Campus Accountability Report submitted to the Council?
	Yes No Not Applicable (there have been no graduates)
2.24	
9.20	Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
	☐ Yes ☐ No ☐ Not Applicable
- T.A.	
9.24	Are the following appropriate to adequately support the number and nature of the program?
	(a) Facilities.
	⊠ Yes □ No
	(b) Instructional equipment.
	⊠ Yes □ No
	(c) Resources.
	⊠ Yes □ No
	(d) Personnel.
	⊠ Yes □ No
9,25	Are the following elements appropriately incorporated into the instructional components of the program?
	(a) Systematic planning.
	⊠ Yes □ No

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			onal objectives.					
		☐ No	of appropriate and current learning materials.					
	⊠ Yes	□ No	or appropriate and content teating materials.					
			instructional delivery.					
	⊠ Yes	☐ No						
			e assessment strategies.					
	Yes	☐No of appropriate	a avmanian and					
	Yes	□ No	experiences.					
9.27		Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential						
	⊠ Yes	□ No						
0.20	ra area sector at	ca cont						
9.28	Is the size o	the faculty ap	ppropriate to the total student enrollment?					
	△ 103	□ 310						
9.29	Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the							
	program?	Day						
	X Yes	□ No						
9.30	Are teaching	Are teaching loads reasonable?						
	⊠ Yes	□ No						
9.38	Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent,							
	earned over a period of four semesters, six quarters, or the equivalent?							
	⊠ Yes	□ No						
9.39	Is there a m	inimum of 30	semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?					
	⊠ Yes	☐ No						
9.40	Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the							
33.55	same degree							
	⊠ Yes	□ No						
9.41	Is enrollmer	nt in the secon	d academic year of the two-year program sufficient to support regularly scheduled classes?					
	⊠ Yes	□ No	☐ Not Applicable (no students in the second year)					
9.42	Are the second-year courses based upon appropriate first-year prerequisites?							
	⊠ Yes	□ No	☐ Not applicable					
CENE	ERAL COMM	ENTS.						
OF THE REAL PROPERTY.	THE CONTIN	INTERIOR						

The programs are well-conceived, directed, and taught,

COMMENDATIONS:

This is a well-run campus with competent and caring faculty, administration, and staff--all dedicated to the single goal of student success. Students interviewed were pleased by the education received and felt they were acquiring the necessary skills to be competitive in the global marketplace.

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SUMMARY

The campus is not in compliance with the Accreditation Criteria in the following area:

Number	Citation	Summary Statement
1.	3-1-111	The Campus Effectiveness Plan does not adequately document student learning outcomes (p. 3).



NEW GRANT

WESTWOOD COLLEGE - SOUTH BAY 19700 South Vermont Torrance, CA 90502 ACICS ID Code: 00027056

Mr. Chris Turen, Campus President (b)(6) @westwood.edu)
(b)(6) @westwood.edu

September 30, 2013 - October 1, 2013

Dr. Joyce J. Caton	Chāir	Retired Educator	Wentzville, MO
Ms. Donna L. Reed	Student-Relations Specialist	Retired Med/Tech College	Indianapolis, IN
Dr. Ronald T. Mosley	Educational Activities/Library	Retired Alabama SDE	Boaz, AL
Ms. Melba Miles	Business Administration Specialist	Park University	Stockbridge, GA
Mr. Khaled M. Sakalla	Computer Aided Design/ Architectural Drafting & Construction Management Specialist	Campus President IADT	Seattle, WA
Mr. Alex Yarbrough	Criminal Justice Specialist	Virginia College	Chelsea, AL
Joseph Aranyosi	Graphic Design, Visual Communications & Game Art Specialist	Career Education Corporation	Crystal Lake, IL
Mr. Thomas Phillips	Information and Network Technologies Specialist	Retired	Tinton Falls, NJ
Mr.Philip Bulone	Interior Design Specialist	Campus Director of Education IADT	Tampa, FL
Dr. Joshua Jayasingh	Medical Insurance Billing and Coding, Medical Assisting, & Medical Office Management Specialist	Program Chair NY Institute of English & Business	Richmond Hill, NY
Ms. Erica Boothe	Accreditation Coordinator	ACICS	Washington, D.C.

750 First Street, NE, Suite 980 • Washington, DC 20002-4223 • 1 - 202,336,6780 • 1 - 202,842,2593 • www.acics.org

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PROGRAMS OFFERED BY WESTWOOD COLLEGE – SOUTH BAY TORRANCE, CA

ACICS	APPROVED PROGRAM	Clock	Otr.	Enroll: Full-	CAR Retention & Placement			
				time/	2012		20)11
CREDENTIAL	TITLE	Hrs.	Hrs.	time	Ret.	Pla.	Ret.	Pla
Bachelor's	Business Administration: Major in Accounting	1820	180	1/0	60%	100%	NA	N/A
Bachelor's	Business Administration Major in Healthcare Management	1820	180	15/4	76.19%	100%	72%	N/G
Bachelor's	Business Administration Major in Management	1820	180	19/10	70.11%	100%	59%	N/G
Bachelor's	Business Administration Major in Marketing Management	1820	180	6/3	70.97%	100%	82%	N/G
Academic Associate's	Criminal Justice	905	90	60/12	88.46%	N/G	N/A	N/A
Academic Associate's	Computer Aided/ Architectural Drafting	1205	90	11/8	75%	71.43%	75%	33%
Bachelor's	Construction Management	1945	180	9/2	68.75%	100%	72%	100%
Bachelor's	Graphic Design: Major in Game Art	2325	180	16/6	76.39%	100%	72%	50%
Bachelor's	Information Technology: Major in Systems Security	2350	180	8/7	66.67%	100%	75%	100%
Bachelor's	Interior Design	2330	180	6/5	84.85%	100%	64%	100%
Bachelor's	Graphic Design: Major in Visual Communications	2305	180	15/5	84.09%	100%	66%	100%
Academic Associate's	Graphic Design	1205	90	34/8	76.19%	N/G	N/A	N/A
Academic Associate's	Paralegal*	925	90	0	70.83%	42.86%	63%	100%
Academic Associate's	Business Administration	910	90	46/11	95.24%	N/G	N/A	N/A
Academic Associate's	Construction Management	965	90	12/2	88.89%	N/G	N/A	N/A
Academic Associate's	and Billing	1080	90	10/5	N/A	N/A	N/A	N/A
Diploma	Medical Assisting	955	69.5	48/11	100%	N/G	N/A	N/A
Academic Associate's	Medical Office Management	945	90	5/3	N/A		N/A	N/A
Bachelor's	Criminal Justice: Major in Administration	1820	180	105/30	73.91%	83.95%	71%	78%
Bachelor's	Criminal Justice: Major in Corrections	1805	180	.3/0	100%	N/G	N/A	N/A
Bachelor's	Criminal Justice: Major in Investigations	1820	180	11/1	92.86%	N/G	N/A	N/A
Academic Associate's	Information and Network Technologies	1225	90	19/4	90%	N/G	N/A	N/A
	Bachelor's Bachelor's Bachelor's Bachelor's Bachelor's Academic Associate's Bachelor's Bachelor's Bachelor's Bachelor's Bachelor's Academic Associate's Bachelor's Bachelor's Bachelor's Bachelor's Bachelor's Bachelor's Bachelor's Bachelor's	Bachelor's Business Administration: Major in Accounting Bachelor's Business Administration Major in Healthcare Management Bachelor's Business Administration Major in Management Bachelor's Business Administration Major in Management Bachelor's Business Administration Major in Marketing Management Academic Associate's Computer Aided/ Architectural Drafting Bachelor's Construction Management Bachelor's Graphic Design: Major in Game Art Bachelor's Information Technology: Major in Systems Security Bachelor's Graphic Design: Major in Visual Communications Academic Associate's Medical Insurance Coding And Billing Diploma Medical Assisting Academic Associate's Management Bachelor's Criminal Justice: Major in Administration Bachelor's Criminal Justice: Major in Investigations Academic Information and Network	CREDENTIAL TITLE Hrs. Bachelor's Business Administration: Major in Accounting 1820 Bachelor's Business Administration Major in Healthcare Management 1820 Bachelor's Business Administration Major in Management 1820 Bachelor's Business Administration Major in Marketing Management 1820 Academic Associate's Criminal Justice 905 Academic Associate's Computer Aided/Architectural Drafting 1205 Bachelor's Graphic Design: Major in Game Art 1945 Bachelor's Information Technology: Major in Systems Security 2350 Bachelor's Interior Design 2330 Bachelor's Graphic Design: Major in Visual Communications 2305 Academic Associate's Graphic Design 1205 Academic Associate's Academic Paralegal* 925 Academic Associate's Business Administration 910 Associate's Academic Associate's Medical Insurance Coding and Billing 1080 Diploma Medical Assisting 955 Academic Associate's Medical Office Management 945 Academic Associate's	CREDENTIAL TITLE Hrs. Hrs. Bachelor's Business Administration: Major in Accounting 1820 180 Bachelor's Business Administration Major in Healthcare Management 1820 180 Bachelor's Business Administration Major in Management 1820 180 Bachelor's Business Administration Major in Management 1820 180 Academic Associate's Criminal Justice 905 90 Academic Associate's Computer Aided/Architectural Drafting 1205 90 Bachelor's Construction Management 1945 180 Bachelor's Graphic Design: Major in Game Art 180 180 Bachelor's Information Technology: Major in Systems Security 180 180 Bachelor's Interior Design 2330 180 Bachelor's Graphic Design: Major in Visual Communications 2305 180 Academic Associate's Graphic Design 1205 90 Academic Associate's Business Administration 910 90 Academic Associate's Medical Insurance Coding and Billing 955 69.5	ACICS CREDENTIAL TITLE Hrs. Hrs.	ACICS CREDENTIAL Bachelor's Business Administration: Major in Accounting Bachelor's Business Administration Major in Healthcare Management Bachelor's Business Administration Major in Management Academic Criminal Justice 905 90 60/12 88.46% Associate's Architectural Drafting Bachelor's Construction Management 1945 180 9/2 68.75% Bachelor's Graphic Design: Major in Game Art Bachelor's Interior Design 2330 180 8/7 66.67% Bachelor's Graphic Design: Major in Visual Communications Academic Associate's Graphic Design: Major in Notical Communications Academic Associate's Graphic Design: Major in Systems Security Bachelor's Interior Design 2330 180 6/5 84.85% Bachelor's Graphic Design: Major in Visual Communications Academic Associate's Management Medical Insurance Coding 1080 90 10/5 N/A Academic Medical Assiting 955 69.5 48/11 100% Academic Medical Office 945 90 5/3 N/A Administration 1820 180 105/30 73.91% Academic Medical Office 945 90 5/3 N/A Administration 1820 180 105/30 73.91% Academic Criminal Justice: Major in 1820 180 105/30 73.91% Administration 1820 180 10/5 190 6% Academic Criminal Justice: Major in 1820 180 10/5 190 6% Academic Criminal Justice: Major in 1820 180 10/5 190 6% Academic Criminal Justice: Major in 1820 180 10/5 190 6% Academic Information and Network 1225 90 19/4 90%	ACICS CREDENTIAL TITLE Business Administration: Major in Accounting Bachelor's Business Administration Major in Accounting Bachelor's Business Administration Major in Healthcare Management Major in Management Mana	ACICS APPROVED PROGRAM Clock Hrs. Full-time 2012 2t

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INTRODUCTION

In 2002, Alta Colleges purchased the Practical School location in metropolitan Los Angeles. The campus was renamed Westwood College – South Bay and relocated to a temporary site in Long Beach. The campus moved to its current location in Torrance, California in August 2005 and was officially identified as Westwood College – South Bay shortly thereafter. Westwood College–South Bay has additional locations, Westwood College –Arlington Ballston and Westwood College –Annandale located in Virginia.

Torrance is a city incorporated in 1921 and located in the South Bay (southwestern) region of Los Angeles County, California. Torrance has 1.5 miles of shore-front beaches on the Pacific Ocean. The population of Torrance was 145,438 at the 2010 census. This residential and light high-tech industry city is known for its low crime rates as the city consistently ranks among the safest cities in Los Angeles County. Torrance is home to the U.S. headquarters of two of the three largest Japanese automakers, Toyota Motor Sales, U.S.A. (overseas office of Toyota), and American Honda Motor Company. Robinson Helicopters are designed and built in Torrance as are Honeywell's Garrett turbochargers used on automobile engines worldwide. Alcoa Fastening Systems is headquartered in Torrance, as well, producing aerospace fasteners. Pacific Sales, PC Mall and Pelican Products are among the other companies based in Torrance. These industries provide a good base for employment of Westwood – South Bay students.

Because of an increased focus on associate degree programs in 2011-2012, Westwood College started evaluating the need for changing the College's mission statement. The process began with the appointment of a committee made up of central administration, campus wide and external representation. The goal of the committee was to obtain a better understanding of students and employers' views of Westwood. The committee met to discuss findings and exchange ideas on how to transition the Westwood focus from a predominantly bachelor's degree granting academic college to a predominantly associate degree granting college, while retaining Westwood's focus on graduate employment. After forming a system wide committee to study and re-write the mission statement, it was distributed to all campuses for review. The new mission statement was approved by ACICS in December 2012 and was published in January 2013.

Demographics of Westwood – South Bay students indicate that 55% are enrolled in bachelor's degree programs, 38% in associate's degree programs, and 7% are diploma students. Most of the students at the campus are non-traditional students with an average age of 28 years of age. The mix between female and male students is nearly equal with 54% women and 46% male. The ethnicity of the student population consists of 16% African American, 5% Caucasian, 38% Hispanic, less than 1% Native American, 6% Asian-Pacific Islander, 1% other, and 33% unknown.

None of the programs at Westwood – South Bay are programmatically accredited. Although the associate's degree in Paralegal has no enrollment at the time of the team visit, the campus is willing to continue to make the program available to interested students.

1. MISSION

1.01	Give the page number in the campus catalog on which the mission statement can be found. The mission statement can be found on page 8 of the 2013 Academic Catalog-6613, volume 4-No.2, revised May 2013.
1.02	Does the campus have an appropriate mission statement with a set of supporting objectives? ☑ Yes ☐ No
1.03	Are the objectives devoted substantially to career-related education? ☑ Yes ☐ No
1.04	Are the objectives reasonable for the following? (a) The programs of instruction ☐ Yes ☐ No (b) The modes of delivery. ☐ Yes ☐ No (c) The facilities of the campus. ☐ Yes ☐ No
1.05	Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public? Yes \text{No} No

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1.06	Is the campus committed to successful implementation of its mission? ☐ Yes ☐ No
CAM	PUS EFFECTIVENESS
1.07	Does the campus have a current Campus Effectiveness Plan (CEP)? ☑ Yes ☐ No
1.08	If the campus is an additional location, does the additional location have its own CEP, separate from the main campus IEP? Yes No Not Applicable
1.09	Does the CEP describe the following? (a) The characteristics of the programs offered. ☐ Yes ☐ No (b) The characteristics of the student population. ☐ Yes ☐ No (c) The types of data that will be used for assessment. ☐ Yes ☐ No (d) Specific goals to improve the educational processes. ☐ Yes ☐ No (e) Expected outcomes of the plans. ☐ Yes ☐ No
1.10	Are the following five required elements evaluated in the CEP? (a) Student retention. Yes No (b) Student placement. Yes No (c) Level of graduate satisfaction. Yes No (d) Level of employer satisfaction. Yes No (e) Student learning outcomes. Yes No
1.11	Define the student learning outcomes used by the campus and how these outcomes are being assessed. One specific measurement of student learning outcomes is the use of projects that measure student success in meeting the course outcomes in three areas: knowledge, skill and attitude. These projects include such things as a capstone project, senior project, senior seminar, or portfolio review. In addition, some allied health programs utilize externships. The campus also conducts a student grade distribution analysis for each term, and a documented a five-term analysis and comparison for each course.
1.12	Are the following identified and described in the CEP? (a) The baseline data for each outcome. Yes No (b) The data used by the campus to assess each outcome. Yes No (c) How the data was collected. Yes No (d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes. Yes No
	If No for any applicable item, insert the section number in parentheses and explain: (Section 3-1-111): The CEP does not identify baseline data for any of the five elements measuredretention, placen graduate satisfaction, employer satisfaction, and student learning outcomes

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1,13	Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes? ☐ Yes ☐ No
1.14	Has the campus published specific activities that will be undertaken to meet placement and retention goals? ☑ Yes ☐ No
1.15	Describe the specific activities that the campus will undertake to meet these goals. The campus retention improvement plan includes the following activities: coordinating with admissions to insure suitability of program choices; establishing a reporting system for faculty to identify student issues; providing advice to students with performance issues; adding tutoring for specific business subjects; initiating mentoring relationships with senior successful students through Westwood Inc. Business Association; and scheduling ongoing meetings for students identified with issues.
	The campus will continue the following placement activities: supplying all pre-graduates and graduates with program appropriate job leads through weekly email job lead packets, job fairs and on-campus recruitments; increasing awareness of career services resources available for students and graduates such as an open house each term; encouraging participation in student clubs, leadership groups, and focus groups; providing job search skills and career advising through participation in internships; assisting students in creating professional resumes and cover letters; and participating in mock interviews and creating professional portfolios where appropriate.
1.16	Does the campus have documentation to show the following? (a) That the CEP has been implemented. ☐ Yes ☐ No (b) That specific activities listed in the plan have been completed. ☐ Yes ☐ No (c) That periodic progress reports have been completed. ☐ Yes ☐ No
1.17	Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee. Mr. Christopher Turen, campus president, oversees the development and monitoring of the CEP supported by a committee of Ms. Katherine Wallace, executive assistant; Mr. Sara Matin, campus academic dean; Mr. Dale Fields, librarian; Ms. Monica Shakin, director of career services; Ms. Nadya Garcia, assistant director of student support; and Mr. Andre Holly, director of admissions. Mr. Turen holds a bachelor's degree in Criminal Justice from Long Island University and a master's degree in Business Administration from the University of Redlands. He has served as campus president for over five years. Prior Westwood experience includes serving as executive director for the Redstone campus and regional associate director for the Los Angeles region. Prior to Westwood, Mr. Turen served in various roles with United Education Institute, The Chubb Institute and Kaplan, Inc. over a period of 11 years. His credentials and experience qualify him to be responsible for implementing and monitoring the CEP.
1.18	Does the campus have documentation to show that the CEP is evaluated at least annually? ☑ Yes ☐ No
GENE	ERAL COMMENTS:
In Jam	uary of 2013 Westwood College rolled out a new mission statement and supporting values statements that was developed through a

In January of 2013 Westwood College rolled out a new mission statement and supporting values statements that was developed through a rigorous process involving all levels of personnel and stakeholders. The newly developed mission statement reflected changes brought about from an increased emphasis on associate degree programs. All faculty and staff were trained on the the new mission in on campus training sessions as well as webinars.

COMMENDATIONS:

The campus is commended for the development of measurements, goals, and follow-up for retention, placement, graduate satisfaction, and employer satisfaction in the CEP.

2. ORGANIZATION

2.01	Is the following information regarding the campus appropriately stated in the catalog?
	(a) Governance, control, and corporate organization.
	Yes No (b) Names of the trustees, directors, and/or officers.
	Yes No
	(c) Names of the administrators.
	Yes No
	⊠ res □ No
2.02	Does the campus:
	(a) Adequately train its employees?
	⊠ Yes □ No
	(b) Provide them with constant and proper supervision?
	∑ Yes □ No
	(c) Evaluate their work?
	⊠ Yes □ No
202	
2.03	Is the administration of the campus efficient and effective?
	⊠ Yes □ No
2.04	Does the campus maintain written documentation to show that faculty and staff members:
2.04	(a) Clearly understand their duties and responsibilities?
	Yes No
	(b) Know the person to whom they report?
	⊠ Yes □ No
	(c) Understand the standards by which the success of their work is measured?
	⊠ Yes □ No
- C - A-C	
2.05	Does the administration maintain documentation of the evaluation of the faculty and staff?
	⊠ Yes □ No
2.06	Has the campus adopted a policy on academic freedom that has been communicated to the faculty?
2.00	Yes No
	23 163
2.07	Does the campus have an appropriate grievance policy for faculty and staff?
	⊠ Yes □ No
2.08	Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name
	and address of ACICS?
	⊠ Yes □ No
2.09	Who is responsible for the financial oversight of the campus, and what are this person's qualifications?
2.03	Mr. Christopher Turen, campus president, is responsible for the financial oversight of the campus under the direction of the
	CFO at corporate headquarters. As previously stated, he holds a bachelor's degree in Criminal Justice from Long Island
	University and a master's degree in Business Administration from the University of Redlands. He has served as campus
	president for over five years. Prior Westwood experience includes serving as executive director for the Redstone campus and
	regional assocciate director for the Los Angeles region. Prior to Westwood, Mr. Turen served in various roles with United
	Education Institute. The Chubb Institute and Kanlan, Inc. over a period of 11 years. His credentials and experience qualify

GENERAL COMMENTS:

him to be responsible for the financial oversight of the campus.

The implementation of policies and procedures and overall organization of the campus contribute to the efficiency and effectiveness of campus activities.

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3. ADMINISTRATION

3.01	Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study? Yes No
3.02	Are all staff well trained to carry out administrative functions? ☑ Yes ☐ No
3.03	Who is the on-site administrator, and what are this person's qualifications? Mr. Turen, campus president, is the on-site administrator. As previously stated, he holds a bachelor's degree in Criminal Justice from Long Island University and a master's degree in Business Administration from the University of Redlands. He has served as campus president for over five years. Prior Westwood experience includes serving as executive director for the Redstone campus and regional assocciate director for the Los Angeles region. Prior to Westwood, Mr. Turen served in various roles with United Education Institute, The Chubb Institute and Kaplan, Inc. over a period of 11 years.
3.04	Does the campus list degrees of staff members in the catalog? ☑ Yes ☐ No
	If <i>Yes</i> , is appropriate evidence of the degrees on file? ☑ Yes ☐ No
3.05	Is there evidence that the campus keeps adequate records to support the following administrative operations? (a) Financial aid activities. Yes
3,06	Does the campus admit ability-to-benefit students? ☐ Yes No (Skip to Question 3.11.)
3.11	Do student files contain evidence of graduation from high school or the equivalent? ☑ Yes ☐ No
3.12	Are appropriate transcripts maintained for all students? ☑ Yes ☐ No

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3,13	Is the grading catalog? ⊠ Yes	system fully explained on the transcript, and is it consistent with the grading system that a \square No	appears in the campus						
3.14	Are student re ☑ Yes	cords protected from theft, fire, water damage, or other possible loss?							
3.15	Does the camp ☑ Yes	pus maintain transcripts for all students indefinitely?							
3.16	Does the cam students?								
Acres de la companya del la companya de la companya	MENDATIONS								
The te	am commends th	ne campus for keeping all files in fire-proof cabinets for added protection.							
4.]	RELATIC	ONS WITH STUDENTS							
4.01	The team rev	ident files were reviewed during the evaluation? iewed 50 student files with an equal representation of active, withdrawn, and graduate s fficial transcripts, ledger cards, and financial aid files.	tudents, along with a						
4.02	Does the camp ☐ Yes	ous ensure that its student relations reflect high ethical standards?							
4.03	Does the camp	pus have appropriate admissions criteria?							
4.04	Does the camp	pus contract with third parties for admissions and recruiting purposes? No							
4.05		nce to document that admissions criteria are applied consistently to all students admitted und s criteria (e.g., that students admitted into specific programs for the same start date are aditeria)?							
4.06	Does the admi	issions policy conform to the campus's mission?							
4.07	Is the admission Yes	ons policy publicly stated?							
4.08	Is the admissio	ons policy administered as written?							
4.09	(a) Clearly of ⊠ Yes (b) Outlines a ⊠ Yes	bus use an enrollment agreement for each enrolled student that : utlines the financial obligations of both the institution and the student? No all program related tuition and fees? No nature of the student and the appropriate school representative?							

4.18

X Yes

No

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VER. September 1, 2013 ACICS INITIAL, REEVALUATION, OR ADDITIONAL LOCATION INCLUSION REPORT Page 9 of 54 Is there evidence that a copy of the agreement has been provided to the student? X Yes 4.10 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications? Mr. Andre Holly, director of admissions, is responsible for student recruitment. Mr. Holly has more than six years of combined admissions representative and admissions management experience. Prior to his employment with Westwood College, Mr. Holly served as owner and president of Alliance Solutions for four years and as business development manager at Polaris Software lab for four years. 4.11 How is the team able to verify that the recruiting process for new students is ethical and compatible with the educational objectives for the campus? Through the review of 50 student files and an interview with the director of admissions and eight current students, the team is able to verify the campus follows an ethical recruitment process that is compatible with its educational objectives of ensuring each student admitted can benefit from their desired educational program. The campus is able to accomplish this objective by confirming each perspective student is well -informed about the nature of the education provided through an extensive recruitment interview conducted by an admissions representative. The recruitment interview incorporates a questionnaire that assists the campus with identifying the students' strengths, weaknesses, and both educational and career expectations. In addition, the prospective student receives a copy of the college catalog, which contains program and course descriptions for each curriculum. To qualify for admittance, the institution requires that each student provide acceptable evidence of a high school diploma or General Education Development (GED) Certificate as documentation of the requirement for admission. All students must complete a signed enrollment agreement that details tuition, fees, financial aid obligation, and length of program. Prior to enrollment the student must tour the campus and, when applicable, pass any standardized entrance tests with the required minimum score; complete financial aid; and provide a criminal background check. 4.12 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following? (a) Courses and programs. X Yes No (b) Services. X Yes No (c) Tuition. X Yes No (d) Terms. X Yes ☐ No (e) Operating policies. X Yes No 4.13 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity? Yes No. 4.14 Does the state in which the campus operates require representatives to be licensed or registered? No. Yes Are the titles of recruitment and enrollment personnel appropriate? 4.15 X Yes 4.16 Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement? X Yes No Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards? 4.17 X Yes No

Does the campus have written policies and procedures for evaluating and accepting transfer of credit?

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4,19	Is there evidence that the campus properly awards transfer of credit? ☑ Yes ☐ No
4.20	Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus? ✓ Yes ☐ No
4.21	Has the campus established articulation agreements with other institutions? No(Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs)
	If <i>Yes</i> , has the campus published a list of institutions with which it has established the agreements? ☑ Yes ☐ No
4,22	Does the campus provide documented notification to students of the articulation agreements and the transferability of credits in the programs that are offered? \boxtimes Yes \square No
4.24	Is the standards of satisfactory academic progress policy published in the catalog? ☑ Yes ☐ No
	If Yes, state the page number(s) where the standards of satisfactory academic progress policy is published? The campus publishes its Standards of Satisfactory Academic Progress (SAP) policy on pages 70-73 of the 2013 Academic Catalog-6613, volume 4-No.2, revised May 2013.
4.25	Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following? (a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length. Yes

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	The implications of transfer credit. ⊠ Yes □ No
4.29	Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent? Yes \text{No} \text{No}
4.30	Are students who are not making satisfactory academic progress at the end of the second year dismissed? ☐ Yes ☐ No
4.31	Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment? ☐ Yes ☐ No
4.32	Are students allowed to remain on financial aid while under warning status? ☑ Yes ☐ No
	If <i>Yes</i> , is the student informed of this policy? ☑ Yes ☐ No
4.33	Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated and considered to be making satisfactory academic progress? ☑ Yes ☐ No
4.34	Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances? Yes No Not Applicable (campus does not have extended enrollment and/or does not participate in financial aid)
4.35	Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length? Yes No Not Applicable (campus does not have extended enrollment)
4.36	For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived? Yes No Not Applicable (there is no such student)
4.37	Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs? No
4.38	Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications? Ms. Sarah Matin, academic dean, is responsible for the administration of satisfactory academic progress (SAP). Ms. Matin holds a bachelor's degree in Business Administration from the University of Wisconsin, and master's degrees in Human Resource Management and Business Administration from Keller Graduate School of Management. Ms. Matin has two years of admissions management experience and two years as center dean at Keller Graduate School of Management before accepting the position of academic dean at Westwood College in February 2009. The academic dean and the registrar are responsible for reviewing SAP. Program chairs counsel students on satisfactory progress requirements. The academic department monitors academic progress and attendance. Student records are reviewed at the end of each term. The academic dean measures and monitors the rate of progress and is responsible for ensuring that each student is above the credit completion percentage at each evaluation point. The registrar notifies the director of student finance of all students on academic probation at the end of each term.
4.39	Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs? ☑ Yes ☐ No
4.40	Does the campus finance any of the following? (Mark all that apply.) (a) Scholarships. (b) Grants.

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	(c) Loans. (d) The campus does not offer scholarships, grants, and/or loans. (Skip to Question 4.42.)	
	If Yes for any item, does the campus properly identify all scholarship, grant, and loan programs? ☑ Yes ☐ No	
4.41	Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship and graprograms in its catalog? ☑ Yes ☐ No	int
4.42	Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition a fees? Yes \sum No	nd
4.43	Are tuition and fees clearly stated in the catalog? ⊠ Yes □ No	
	If Yes, have students confirmed receiving a copy of the catalog? ⊠ Yes □ No	
4,44	Do the financial records of students clearly show the following? (a) Charges. Yes	
4,45	Is the effective date listed on announcements of changes in tuition and fees? ☑ Yes ☐ No	
4.46	Is the campus' refund policy published in the catalog? ☑ Yes ☐ No	
4.47	Is the refund policy fair, equitable, and applicable to all students? ☑ Yes ☐ No	
4.48	Is the campus following its stated refund policy? ☑ Yes ☐ No	
4.49	Does the campus participate in Title IV financial aid? ⊠ Yes □ No (Skip to question 4.57)	
4.50	Who is responsible on-site for administering student financial aid, and what are this person's qualifications? Ms. Elia Nguyen, director of student finance, is the on-site financial aid administrator. Ms. Nguyen has more than 20 years financial aid packaging and management experience while working in the financial aid department at several career college. She holds an associate's degree in Accounting from Kaplan University and a bachelor's degree in Technical Management.	S.

from Westwood College. Ms. Nguyen is a member of the California Student Financial Aid Association (CASFA) and is a Veterans Administration (VA) certifying official.

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4.51	Is the person who determines the amount of student awards <i>not</i> also responsible for disbursing those awards? \boxtimes Yes \square No
4.52	Are final student financial aid award determinations made by administrative individuals who are <i>not</i> responsible for recruitment? ☑ Yes ☐ No
4.53	Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field? ☑ Yes ☐ No
4.54	Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual). The on-site financial aid administrator, Ms. Elia Nguyen, participates in bi-weekly conference calls with the corporate director of financial services to discuss policy, regulation changes, and any financial aid concerns. Conferences, workshops, and webinars are attended throughout the year to provide additional training. These conferences and workshops cover subjects such as Direct Loan Processing, Introduction to VA and Education Benefits, SCO's Responsibilities to VA and VA-ONCE, Verification Regulations, Default Prevention, PJ, and Finance Management Training. Ms. Nguyen is a member of the California Student Financial Aid Association (CASFA) and is a Veterans Administration (VA) certifying official. The campus' financial aid representatives attend weekly meetings led by Ms. Nguyen. These meetings focus on training and ensure that the financial aid representatives stay current on internal practices and Title IV updates. The financial services representatives participate in webinar training conducted by the U.S. Department of Education and stay current with Title IV regulations through information shared by the director of student finance.
4.55	Is there evidence that the financial aid administrator regularly participates in professional awareness activities? ☑ Yes ☐ No
4.56	Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios? Yes No
4.57	Does the campus provide discounts for cash received in advance of the normal payment schedule? ☐ Yes ☐ No (Skip to question 4.58.)
4.58	Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc. Ms. Nadya Garcia, director of student support, is responsible for student services at the campus. Program directors, the registrar, student financial services, and the academic dean counsel students on their progression through their program. As a supplement to the services offered to students, the campus has collorborated with Crystal Stairs Inc, to assist students with licencened child care. The campus has many community resources to whom they can refer students experiencing domestic violence, needing health care or emergency housing, and has an on-site food pantry to assist students and their families. Academically, the campus offers an in-depth student orientation, a resource-learning lab, and APA Style writing workshops that provide students support. The career services department offers employment services to all active students and alumni including resume and cover letter advisement, mock interviews, job search techniques and full- and part-time employment opportunities.
4.59	Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates? Yes No
4.60	Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications? Ms. Monica Shakin, director of career services, is responsible for employment counseling and services. She holds a master's of Business Administration in Public Administration from Keller Graduate School of Management and a bachelor's degree in Education from Michigan State University. Ms. Shakin has over 4 years of staffing, recruitment, management, and placement experience and over 10 years of education and teaching experience. She has utilized her networking and professional memberships to build employer and community relationships within the local community.

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4.61	Does the campus offer employment assistance to all students? ⊠ Yes □ No
4.62	Does the campus use placement percentages or salary projections as part of its recruiting activities? ☐ Yes ☐ No
	If <i>Yes</i> , does the campus maintain the required data on its graduates and nongraduates? ☑ Yes ☐ No
4.63	The beginning enrollment on the most current Campus Accountability Report (CAR) is 699 The ending enrollment reported on the previous year's CAR is 699
4.64	Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council? ☑ Yes ☐ No
4.65	Are students who receive financial aid counseled concerning their student loan repayment obligations? ☐ Yes ☐ No
4.66	Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations. Students completes entrance counseling online at www.studentloans.gov and complete exit counseling by meeting with a member of the student financial services department coupled with online counseling at www.nslds.ed.gov. Documentation of online entrance and exit counseling is located in the students financial aid file. Students may also meet with the director of student finance and the student finance representative to discuss repayment options.
4.67	Describe the extracurricular activities of the campus (if applicable). The campus offers a variety of monthly activities sponsored by the student support department to promote community and institutional pride. The campus hosts food and blood drives, student appreciation days, job fairs, on-campus employer recruiting, test prep study sessions, public safety training and blood pressure screenings. Students who exhibit leadership skills may join the Associated Student Government (ASG) organization, which is a group of students from various programs chosen to represent the student body by providing a voice for student ideas and concerns and to encourage student success. In conjunction with the student support and career services office, the ASG sponsors dress for success, fruit sales, criminal justice career fair, toy drives, design and art contests, Thanksgiving pie giveaway, networking workshops, bike to school week, earth day raffle, relay for life and attendance celebrations.
5. E	EDUCATIONAL ACTIVITIES
5.01	Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws? ☑ Yes ☐ No
5.02	Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications? Ms. Sara Matin, academic dean, oversees the educational activities of all academic programs at the South Bay campus. Ms. Matin holds a bachelor's degree in Business Administration from the University of Wisconsin and master degrees in Business Administration and Human Resources Management from the Keller Graduate School of Management. She is currently enrolled in the doctorate program in Educational Administration at Argosy University. She has served as academic dean since February of 2009. Prior to her current position, she was campus dean at the Keller Graduate School of Management for two years and admissions director at the same school for eight years. She is supported by Ms. Jean Beaks, general education program chair and six program chairs.
5.03	Does this person have appropriate academic or experiential qualifications? ☑ Yes ☐ No

5.04	Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs. Ms. Matin is assigned to the position of academic dean with 100% of her time devoted to the administration of the programs. She reports directly to the campus president and her job description clearly identifies her role and responsibility in regard to academic
	operations. Program chairs are allocated sufficient time and given the authority to administer their programs.
5.05	Is the time devoted to the administration of the educational programs sufficient? ☑ Yes ☐ No
5.06	Is there a published policy on the responsibility and authority of faculty in academic governance? ☑ Yes ☐ No
5.07	Does the policy, at a minimum, address the role of the faculty in the following areas? (a) Development of the educational program. Yes \sum No
	 (b) Selection of course materials, instructional equipment and other educational resources. ✓ Yes ✓ No
	(c) Systematic evaluation and revision of the curriculum.
	(d) Assessment of student learning outcomes. ☐ Yes ☐ No
	(e) Planning for institutional effectiveness. ⊠ Yes □ No
5.08	Is there evidence that this policy has been adopted and faculty members are aware of it? ☑ Yes ☐ No
5.09	Does the campus have any programs that require specialized programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved? Yes No (Skip to question 5.11)
5.11	Was the team able to verify the backup documentation to support the placement rate for the program(s) that hold specialized accreditation as reported on the last Campus Accountability Report submitted to the Council? Yes No Not Applicable
5.12	Was documentation on file to verify graduates classified on the CAR as "not available for placement"? ☐ Yes ☐ No ☐ Not Applicable
5.13	Are the educational programs consistent with the campus' mission and the needs of its students? ☑ Yes ☐ No
5,14	Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees? Yes No
5,15	What provisions are made for individual differences among students? Tutoring is provided to students by faculty and peers, and an instructor is employed for 30 hours a week to tutor students. Selected faculty members have assigned office hours each term to provide individual tutoring. Foundational coursework is provided in English and Math for students with academic difficulties. The academic dean and program chairs meet with students who are in danger of not making Satisfactory Academic Progress to address concerns and make recommendations for assistance. The faculty is encouraged to utilize diverse teaching methods to accommodate individual learning styles. Students who self-report documented disabilities may request reasonable accommodations; several accommodations have been made in the past year.

5,16	Describe the system in place to evaluate, revise, and make changes to the curriculum. Curriculum development and revision is conducted under the guidance and the oversight of the corporate director of curriculum and instructional designers. Proposals for revision and change begin at the campus level. Advisory committees and students give input to instructors to begin the process for change; the instructor discuss the proposals with their program chair and, if accepted, the proposal is forwarded to the director of curriculum. After a review by the director of curriculum and the program instuctional designer, the proposal is approved or denied. Curriculum evaluations conducted by the program advisory committees and the faculty, and feedback from externship sites are also utilized to request changes for consideration.
5.17	Does the faculty participate in this process? ☑ Yes ☐ No
5.18	Is credit appropriately converted in relation to total student contact hours in each class? ☑ Yes ☐ No
5.19	If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres? Yes \sum No
	If Yes, is there appropriate documentation of the assessments of knowledge, skills, or competencies required? ☐ Yes ☐ No
5.20	Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved? ☑ Yes ☐ No
5,21	Are the following appropriate to adequately support the number and nature of the general education courses? (If only nondegree programs are offered with no general education courses, skip to 5.22) (a) Facilities. Yes No (b) Instructional equipment. Yes No (c) Resources. Yes No (d) Personnel. Yes No
5.22	Does the campus provide an environment for its faculty that is conducive to effective classroom instruction? ☐ Yes ☐ No
5.23	Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs? ☐ Yes ☐ No
5.24	Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws? ☑ Yes ☐ No
5.25	Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors? ☑ Yes ☐ No
5.26	Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials awarded by institutions in the United States? ☑ Yes ☐ No

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5.27	Is there documented evidence of a systematic program of in-service training at the campus? Yes No
	If Yes, how is this documented? The documentation of in-service training includes the following: faculty sign-in sheets that are filed in the campus in-service training binder; certificates of attendance that are maintained in individual instructor files; and annotation of participation on faculty development plans.
5.28	Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans? ☑ Yes ☐ No
5.29	Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings? ☑ Yes ☐ No
5.30	Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs? ☑ Yes ☐ No
5.31	Does the institution utilize contracts and/or agreements with other institutions or entities? ☐ Yes ☐ No
5.34	Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the <i>Accreditation Criteria</i> ? ☑ Yes ☐ No
FOR	ACADEMIC ASSOCIATE'S DEGREES ONLY
5,35	Does the program include a minimum of 15 semester, 22.5 quarter hours, or their equivalent in general education courses? Yes
5.36	Do the programs' general education courses meet Council standards in that the courses place emphasis on principles and theory not on practical applications associated with a particular occupation? Yes No
5.37	Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification? ☑ Yes ☐ No
FOR	BACHELOR'S DEGREES ONLY
5.38	Does the program include a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses? ☑ Yes ☐ No
5.39	Do the program's general education courses meet Council standards? ☐ Yes ☐ No
5,40	Are at least one-half of all lower-division subjects and all upper-division courses that are part of the bachelor's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification? Yes \sum No

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6. EDUCATIONAL FACILITIES

6.01	Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).
	The campus is located in a business district of Torrence, California, and occupies two partial floors that total approximately 27,000 square feet of a multi-tenant office building. The building is located close to major freeways and public transportation. Students, faculty, and staff have access to ample parking. There are 21 classrooms and laboratories. The distribution and arrangement of space supports instruction and administrative service functions. A work area for adjunct instructors, and additional areas for students such as an academic support center, student lounge, and student television/game room are provided.
6.02	Does the campus utilize any additional space locations? ☐ Yes
6.03	Does the campus utilize campus additions? ☐ Yes ☐ No
6.04	Are all facilities (including additional space and campus additions) appropriate for the size of the student population and the programs offered? ☑ Yes ☐ No
6.05	Are the following appropriate to support the student population and the programs offered at all locations (including additional space and campus additions)? (a) Equipment Yes No (b) Instructional tools Yes No (c) Machinery Yes No
6.06	Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations? \square Yes \square No
	If No, insert the section number in parentheses and explain: (Section 3-1-602): Evidence of inspection reports provided for fire safety indicate failure of basic fire drill alarm testing due to four deficiencies. Interviews with administration confirmed three of these issues have been addressed with one currently unresolved. An interview with the campus president indicated since they lease the space, they must rely upon the owner of the property to address the final issue. The team requested evidence of another fire inspection indicating that all issues have been addressed resulting in a passed inspection for fire safety.
7. 1	PUBLICATIONS
7.01	What catalog was used during the evaluation (please include the year, number, and volume if appropriate)? During the time of the evaluation the 2013 catalog, number 6613 was used. An updated catalog addendum was also used with the effective date of September 2, 2013. In addition, another catalog addendum was provided with the effective date of October 1, 2013.
7.02	Does the self-study or additional location application part II accurately portray the campus? ☑ Yes ☐ No
7.03	Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students? Yes No

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7.04	Does the catalog contain the following items? (a) A table of contents and/or an index.
	Yes No
	(b) An indication of the year or years for which the catalog is effective on the front page or cover page.
	(c) The names and titles of the administrators.
	Yes No
	 (d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation. ∑ Yes □ No
	(e) A statement of accreditation
	⊠ Yes □ No
	(f) A mission statement.
	⊠ Yes □ No
	(g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.
	⊠ Yes □ No
	(h) An academic calendar.
	⊠ Yes □ No
	(i) A full disclosure of the admission requirements.
	⊠ Yes □ No
	(j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing
	of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit
	or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration
	needed to work in the field; and any additional requirements that must be met to complete the curriculum.
	⊠ Yes □ No
	(k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise
	description of the course contents, and any necessary prerequisites.
	⊠ Yes □ No
	(1) An explanation of the grading system that is consistent with the one that appears on the student transcript.
	⊠ Yes □ No
	(m) A definition of the unit of credit.
	∑ Yes □ No
	(n) A complete explanation of the standards of satisfactory academic progress.
	⊠ Yes □ No
	(o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for
	completion of each.
	⊠ Yes □ No
	(p) The transfer of credit policy.
	∑ Yes
	(q) A statement of the tuition, fees, and any other charges.
	∑ Yes
	 (r) A complete and accurate listing of all scholarships, grants, and/or loans offered.
	⊠ Yes □ No
	(s) The refund policy.
	⊠ Yes □ No
	(t) A statement describing the student services offered.
	⊠ Yes □ No
	(u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).
	Yes □ No
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7.05	Does the campus offer degree programs?
	⊠ Yes □ No

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	If Yes, does the catalog contain the following? (a) An explanation of the course numbering system (for all levels). ☑ Yes ☐ No (b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and
	bachelor's degrees only). ☑ Yes ☐ No
	 (c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only). ∑ Yes □ No (d) Identification of courses that satisfy the upper-division (for bachelor's degrees only). ∑ Yes □ No
7.06	Does the campus offer courses and/or programs via distance education? ☑ Yes ☐ No (Skip to Question 7.07.)
7.07	Does the catalog contain an addendum/supplement?
	 (a) Is the catalog updated at an appropriate interval (the addendum/supplement should not be used as a substitute for meeting this expectation)? ✓ Yes
	(b) Does the addendum supplement include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary)?
	 ✓ Yes No (c) Do students receive a copy of the addendum/supplement with the catalog? ✓ Yes No
7.08	Is the catalog available online? ⊠ Yes □ No (Skip to Question 7.09,)
	If Yes, does it match the hard copy version? ⊠ Yes □ No
7.09	Does the campus utilize a multiple-school catalog? ☐ Yes ☐ No (Skip to Question 7.10.)
7.10	Is all advertising and promotional literature, through any type of media (social media, website, newspapers, etc.), truthful and dignified? Yes \sum No
7.11	Is the correct name of the campus listed in all advertising, web postings and promotional literature? ☑ Yes ☐ No
7.12	Where does the campus advertise (publications, online, etc.)? The campus advertises as follows: through various print media including direct mailing pieces; the campus website; television; and the internet.
	Are all print and electronic advertisements under acceptable headings? ☑ Yes ☐ No
7.13	Does the campus use endorsements, commendations, or recommendations in its advertising? ☐ Yes ☐ No (Skip to Question 7.14.)
7.14	Does the campus utilize services funded by third parties? ☐ Yes No (Skip to Question 7.15.)

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7.15	Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates? Yes No
7.16	Is the phrase "for those who qualify" properly referenced in all advertising that mentions financial aid? ☑ Yes ☐ No
7.17	What institutional performance information does the campus routinely provide to the public? Some of the performance information provided to public includes: graduation, placement and retention rates, disability services, safety and security information and right-to-know disclosure information.
	Where is this information published and how frequently is this information being updated? The performance information is published on the campus website under the "Student Services" tab and is updated annually.
8. 1	LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY
8.01	Does the campus develop an adequate base of library resources? ☑ Yes ☐ No
8.02	Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses? \boxtimes Yes \square No
8.03	Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process? ☑ Yes ☐ No
8.04	Are adequate staff provided to support the development, organization of the collection, and access of library resources? No No
8.05	Describe how the campus develops continuous assessment strategies for resources and information services? Program chairs solicit input on requests for resources and information services from advisory committee members, students, and instructors. In interviews with faculty, informal requests to the librarian or program chair are the most commonly used method to indentify the need for new or updated resources and services. The librarian collects data on student usage and online resources and compiles the information into a report that is shared with the academic dean for planning purposes. A review of the collection and resources by the team verified the holdings in the library are up-to-date and relevant for the programs offered.
	Are these methods appropriate? ☑ Yes ☐ No
8.06	Is the library staff adequately trained to support the library? ☑ Yes ☐ No
8.07	Is the campus' established annual budget appropriate to the size and scope of the campus and the programs offered, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials? Yes No
8.08	What is the amount of the current year's library budget excluding personnel allocations? The current year's library budget is \$31,828.
8,09	What portion of the current year's library budget has been spent and how has the money been allocated? The campus has spent 97% of the current year's budget on books, periodicals, and online instructional materials.

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8,10	Is there evidence that the faculty have major involvement in the selection of library resources? ☑ Yes ☐ No
8.11	Are the library hours adequate to accommodate the needs of all students? ☑ Yes ☐ No
8.12	Describe how the faculty inspire, motivate, and direct student usage of the library resources? Assignments that require the use of the library are common practice at the campus. In reviewing records of student usage, documentation is available to confirm faculty encouarge and support the services provided by the library. Students confirmed the library is important, utilized, and a needed component of the campus. Faculty support of the services provided by the library was evident in conversations with the faculty conducted by the team. Faculty take part in-inservice training provided by the librarian and are given opportunities to provide input for the selection of materials and resources.
	Are these methods appropriate? ☑ Yes ☐ No
8.13	Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials? ☑ Yes ☐ No
8.14	Are records of physical and/or online resources and circulation accurate and up to date? ☑ Yes ☐ No
8.15	If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented? Yes No Not Applicable (no interlibrary agreements)
8.16	Describe any full-text online collections available to students. The library has mutiple full-text online collections including Academic Search Premier, Britannica Online, Business Source Premier, EBSCOhost, Greenfile, LexisNexis, Lynda, and ProQuest.
8.17	Are the library physical holdings and /or full-text online collections up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs? Yes No
8.18	Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics? ☑ Yes ☐ No
FOR .	ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY
8.19	Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site? Ms. Dale Fields is the on-site librarian. Ms. Fields holds a bachelor's degree in Latin and Greek from the University of California at Davis and a master's degree in Library and Information Science from the University of California at Los Angeles. She has served in her current position since February of 2007. Prior to her employment at Westwood, Ms. Fields was employed at the Getty Museum in Malibu, California for 6 years, and has over 25 years of experience in human resources. She is a member of the American Librarian Association and the California Academic Research Library Association. Ms. Fields' on-site hours are Monday through Friday 7:30 a.m. to 4:30 p.m. Trained student assistants are available for students in evening classes until 8:00 p.m.
	Does this individual: (a) Supervise and manage the library and instructional resources?
	 ✓ Yes No (b) Facilitate the integration of instructional resources into all phases of the campus's curricular and educational offerings? ✓ Yes No
	(c) Assist students in the use of instructional resources? ☑ Yes ☐ No

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8.20	Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources? Yes \sum No		
8.21	Have library staff transcripts from campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States? Yes No Not Applicable (staff do not hold foreign credentials)		
8.22	Is documentation on file to reflect the librarian's participation in professional growth activities? ☑ Yes ☐ No		
8.23	Are the hours the library is open adequate to accommodate the needs of all students? Yes No		
8.24	Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning? Yes No		
FOF	R NONDEGREE PROGRAMS ONLY		
8.25	Are appropriate reference materials and periodicals available for all programs offered? ⊠ Yes □ No		
8.26	Are the instructional resources organized for easy access, usage, and preservation? ⊠ Yes □ No		
8.27	Is there a current inventory of instructional resources? ⊠ Yes □ No		
8.28	Does the campus have appropriate and sufficient instructional resources, equipment, and materials to meet its educational program objectives and the needs of its students? Yes \sum No		
9.	PROGRAM EVALUATION		
	Bachelor's Degree in Business Administration: Major in Accounting		
	Bachelor's Degree in Business Administration: Major in Healthcare Management		
	Bachelor's Degree in Business Administration: Major in Management		
	Bachelor's Degree in Business Administration: Major in Marketing Management		
	Academic Associate's Degree in Business Administration		
9.01	Is licensure, certification or registration required to practice in the specific career field? Yes No (Skip to question 9.02)		
9.02	Who is assigned to administer the academic program(s), and what are this person's qualifications? Mr. Leonard Rushfield, program chair, administers the Business programs. He has a master's degree in Political Economics from Columbia University and a bachelor's degree in Public Law and Government from Brooklyn College. Prior to joining Westwood College, Mr. Rushfield served as the director of American Premier Bank, and as an executive vice president for Bear Steams,		

American Express Bank and Republic Nation Bank. Mr. Rushfield serves on several boards and organizations such as the Latino

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	Theater Company, the Asian Advisory Board of Comerica, the Bank of California and the American Express Philanthropic Foundation. Based upon his experience and educational background, he is well-qualified to lead the Business programs.
9.03	Does this individual possess appropriate academic or experiential qualifications? ☑ Yes ☐ No2)
9.04	Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)? \square Yes \square No
9.05	Are the time and resources devoted to the administration of the educational program(s) sufficient? Yes No
9.06	Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas: (a) Student retention rate of 62%? Yes No (b) Student placement rate of 58%? Yes No
9.07	List the community resources and describe how they are utilized to enrich the program(s). The following community resources are used to enrich the Business programs: 1) an advisory board consisting of several business owners and a fortune 500 CEO from Robert Half International; 2) guest speakers, recent speakers include Mr. David Bizub, branch manager for Robert Half International on May 1, 2013; 3) field trips, on April 19, 2013, students participated in an HR panel with HR speakers from various industries to discuss professional dress and their career search; and 4) the Westwood, Inc. "In Business" club that was started three years ago and is operated and governed by current students. Other community resources include the Associated Student Government; career services Mardi Gras Open House; and the Westwood College/Chamber Networking Mixer. Sign-in sheets and a description of all events document the activities.
9.08	Is the utilization of community resources sufficient to enrich the program? ☑ Yes ☐ No
9.09	Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both? ☐ Yes ☐ No
9.10	Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives? ☑ Yes ☐ No
9.11	For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria? Yes No Not Applicable (these elements are not part of the program or no student is at the point of needing them)
9,12	Does the program use independent studies? ☐ Yes ☐ No (Skip to question 9.14)
9.13	Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards? ☑ Yes ☐ No
9.14	Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program? Yes No

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9,15	Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed? \boxtimes Yes \square No
9.16	Is an appropriately detailed syllabus on file for each course that includes: (a) Title and course descriptions Yes
9.17	Do students confirm that they receive a course syllabus and that it is followed? ☑ Yes ☐ No
9.18	Are the courses available when needed by the student in the normal pursuit of a program of study? ☑ Yes ☐ No
9.19	Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council? Yes No How many calls to employers or graduates were attempted? Bachelor's degree program in Accounting: I Bachelor's degree program in Healthcare Management: I Bachelor's degree program in Management: I There are no graduates from the associate's degree program in Business Administration. How many calls to employers or graduates were successful? Bachelor's degree program in Accounting: I Bachelor's degree program in Healthcare Management: I Bachelor's degree program in Management: I Bachelor's degree program in Management: I

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	How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations. All of the calls where contact was made confirmed the employment of graduates as reported on the 2012 CAR.
	An of the cans where contact was made committed the employment of gladdates as reported on the 2012 CAR.
9.20	Was documentation on file to verify graduates classified on the CAR as "not available for placement"? ☑ Yes ☐ No
9.21	Does the campus participate in Title IV financial aid? ⊠ Yes □ No (Skip to question 9.24)
9.22	Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding? Yes No
9.23	Is there evidence that out-of-class work or the equivalency is being evaluated? ☑ Yes ☐ No
	If Yes, briefly describe the documentation of evaluation viewed on site.
	The institution provides a detailed definition of credit-to-clock hour on a chart and in narrative form, which includes out-of-class expectations, in the catalog; definitions of the types of out-of-class work are provided on each syllabus; and the team was provided with graded copies of the homework assignments for FIN101 Corporate Finance and HCMT250 Introduction to Long-Term and Elderly Care.
9.24	Are the following appropriate to adequately support the number and nature of the program? (a) Facilities. Yes No (b) Instructional equipment.
	 Yes □ No (c) Resources. Yes □ No (d) Personnel.
	⊠ Yes □ No
9.25	Are the following elements appropriately incorporated into the instructional components of the program? (a) Systematic planning.
	 Yes □ No (b) Well-defined instructional objectives. Yes □ No
	(c) The selection and use of appropriate and current learning materials. Yes No
	 (d) Appropriate modes of instructional delivery. ✓ Yes
	 (e) The use of appropriate assessment strategies. ✓ Yes
	(f) The use of appropriate experiences.✓ Yes □ No
9.27	Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential
	awarded? ☑ Yes □ No
9.28	Is the size of the faculty appropriate to the total student enrollment? ☑ Yes ☐ No

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9,29		ate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the
	program?	
	⊠ Yes	□ No
9.30	Are teaching	loads reasonable?
	⊠ Yes	□ No
0.00	2.20.00	
9.38		er of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent,
		a period of four semesters, six quarters, or the equivalent?
	⊠ Yes	□ No
9.39	Is there a mi	nimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
	⊠ Yes	No
9.40		rriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the
	same degree	
	⊠ Yes	□ No
9.41	Is enrollmen	t in the second academic year of the two-year program sufficient to support regularly scheduled classes?
2.71	⊠ Yes	No
	24 105	
9.42	Are the seco	nd-year courses based upon appropriate first-year prerequisites?
	⊠ Yes	□ No
FOR I	BACHELOR'S	S DEGREES ONLY
9.43	Is the number	er of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent,
		a period of eight semesters, 12 quarters, or the equivalent?
	⊠ Yes	□ No
9.44		nimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
	⊠ Yes	□ No
9.45	If the institu	tion offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials
9.43		ibe the requirements for admission?
	Yes	
	Z I Cs	
9.46	Does the cu	rriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the
	same degree	
	⊠ Yes	□ No
0.47	for an extreme	
9.47	laboratory w	at in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and
	Yes	□ No
	△ 1 €2	1_1439
9.48	Are the third	l- and fourth-year courses based upon appropriate prerequisites?
	⊠ Yes	□No

GENERAL COMMENTS:

The team observed Ms. Katisha Robinson Smith's class. The instructor actively engaged the students by asking questions and relating course material to real world examples. The students stated that she is an awesome instructor who explains the text in terms that they can understand and has an in-depth knowledge of the material.

The team also observed Mr. Daryl Ono's class. The team observed the instructor teaching the course while seated in a chair in front of the classroom. Feedback from students stated that they enjoyed Mr. Ono's class. They stated that he is very knowledgeable about the course content and actively involves students in the learning process.

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COMMENDATIONS:

The overall learning environment is very positive. During interviews, students stated the following commendations: how the staff (especially career services) really encourages and motivates them; their appreciation of the Presidential Awards ceremony and student recognition events; how much they "love" the free tutoring sessions and small class size: and how Ms. Monica Shakin, career services director, and her staff do an amazing job.

9. PROGRAM EVALUATION

Bachelor's Degree in Construction Management

Academic Associate's Degree in Construction Management

Academic Associate's Degree in Computer Aided Design/Architectural Drafting

9.01	Is licensure, certification or registration required to practice in the specific career field? ☐ Yes ☐ No (Skip to question 9.02)
9.02	Who is assigned to administer the academic program(s), and what are this person's qualifications? Mr. John Musolino, program chair, is assigned to administer the programs. He holds a bachelor degree in Architecture from Washington University and a master's degree in Architecture from Southern California Institute of Architecture. He is a licensed architect through the California Architects Board and is a Leadership for Energy and Environmental Design (LEED) accredited professional. He has over 10 years of experience as a classroom instructor in architectural design and technology and 4 years of experience as the program administrator at Westwood. His stays current with architectural design practices as a part-time, self-employed architect and by participating in continuing education required to maintain his architect's license. Mr. Musolino is more than qualified to administer the programs.
9.03	Does this individual possess appropriate academic or experiential qualifications? ☑ Yes ☐ No
9.04	Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)? \boxtimes Yes \square No
9.05	Are the time and resources devoted to the administration of the educational program(s) sufficient? ☑ Yes ☐ No
9.06	Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas: (a) Student retention rate of 62%? ☐ Yes ☐ No (b) Student placement rate of 58%? ☐ Yes ☐ No
9.07	List the community resources and describe how they are utilized to enrich the program(s). The institution invites professionals from the industry to participate in program advisory board meetings, takes students on field trips to local construction sites, and invites industry-relevant guest speakers to give classroom presentations. These community resources enrich the programs and help students make the connection between what they learn in the classroom to the workplace.
9.08	Is the utilization of community resources sufficient to enrich the program? ☑ Yes ☐ No
9.09	Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?

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9,10	Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives? \square Yes \square No
9.11	For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria? Yes Not Applicable (these elements are not part of the program or no student is at the point of needing them)
9.12	Does the program use independent studies? ☐ Yes No (Skip to question 9.14)
9.14	Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program? No No
9.15	Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed? ☑ Yes ☐ No
9.16	Is an appropriately detailed syllabus on file for each course that includes: (a) Title and course descriptions Yes No (b) Course numbers Yes No (c) Course prerequisites and/or corequisites Yes No (d) Instructional contact hours/credits Yes No (e) Learning objectives Yes No (f) Instructional materials and references Yes No (g) Topical outline of the course Yes No (h) Instructional methods Yes No (i) Assessment criteria Yes No (j) Method of evaluating students Yes No (k) Date the syllabus was last reviewed Yes No (k) Date the syllabus was last reviewed Yes No (l) Out-of-class work assignments that support the learning objectives for the course Yes No (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments Yes No
9.17	Do students confirm that they receive a course syllabus and that it is followed? ☑ Yes ☐ No
9.18	Are the courses available when needed by the student in the normal pursuit of a program of study? ☐ Yes ☐ No
9.19	Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last

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	⊠ Yes □ No	
	How many calls to employers or graduates were attempted?	
	Academic associate's degree program in Computer Aided Design: 5	
	Bachelor's degree program in Construction Management: 4 There were no graduates in the academic associate's degree in Construction Management.	
	There were no graduates in the academic associate's degree in construction management.	
	How many calls to employers or graduates were successful?	
	Academic associate's degree program in Computer Aided Design: 4	
	Bachelor's degree program in Construction Management: 4	
	How many of the successful contacts confirmed the employment of the graduate as reported on the discrepancy between the number of successful contacts and confirmations. All of the calls where contact was made confirmed the employment of graduates as reported on the 20	
9.20	Was documentation on file to verify graduates classified on the CAR as "not available for placement" ☐ Yes ☐ No	?
FOR	NEW GRANTS AND INITIAL GRANTS ONLY	
0.21	Does the campus participate in Title IV financial aid?	
9.21	Yes ☐ No (Skip to question 9.24)	
	Z 100 Z	
9.22	Does the campus' written procedures (as evidenced by their academic credit analysis) support the writ	ten policy and definition of
	a credit hour as defined by the U.S. Department of Education for Title IV funding?	
	⊠ Yes □ No	
9,23	Is there evidence that out-of-class work or the equivalency is being evaluated? ☐ No ☐ No	
	If Yes, briefly describe the documentation of evaluation viewed on site.	
	The institution provided the team with samples of homework assignments demonstrating out-of-class case studies completed by Computer Aided Design program students and bidding practice projects Management program students.	
FOR .	ALL VISITS	
9.24	Are the following appropriate to adequately support the number and nature of the program?	
2.35.W	(a) Facilities.	
	⊠ Yes □ No	
	(b) Instructional equipment.	
	∑ Yes □ No	
	(c) Resources.	
	(d) Personnel.	
	⊠ Yes □ No	
9.25	Are the following elements appropriately incorporated into the instructional components of the progra	m?
	(a) Systematic planning.	
	⊠ Yes □ No	
	(b) Well-defined instructional objectives. ⊠ Yes □ No	
	(c) The selection and use of appropriate and current learning materials.	
	Yes No	
	(d) Appropriate modes of instructional delivery.	
	⊠ Yes □ No	

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	(e) The use of appropriate assessment strategies.			
	⊠ Yes □No			
	(f) The use of appropriate experiences.			
	⊠ Yes □ No			
9.29	Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the	e		
	program?			
	⊠ Yes □ No			
9.30	Are teaching loads reasonable?			
2.50	⊠ Yes □ No			
FOR A	CADEMIC ASSOCIATE'S DEGREES ONLY			
9.38	Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalen	t.		
147.16	earned over a period of four semesters, six quarters, or the equivalent?	13		
	⊠ Yes □ No			
9.39	Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?			
7.37	State a minimum of 50 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration? ✓ Yes □ No			
9.40	Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the			
	same degree?			
	⊠ Yes □ No			
9.41	Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?			
	⊠ Yes □ No			
n 10				
9.42	Are the second-year courses based upon appropriate first-year prerequisites? Yes \sum No			
	△ Yes ☐ No			
FOR I	CHELOR'S DEGREES ONLY			
0.42				
9.43	Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent earned over a period of eight semesters, 12 quarters, or the equivalent?	2		
	⊠ Yes □ No			
9.44	Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?			
	⊠ Yes □ No			
9.45	If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materia.	S		
	clearly describe the requirements for admission?			
	☐ Yes ☐ No ☐ Not Applicable (institution offers all four years of the degree)			
9.46		ġ.		
9.40	Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?			
	⊠ Yes □ No			
9.47	Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and			
	laboratory work?			
	⊠ Yes □ No			
9.48	Are the third- and fourth-year courses based upon appropriate prerequisites?			
	⊠ Yes □ No			

9. PROGRAM EVALUATION

Academic Associate's Degree in Criminal Justice

Bachelor's Degree in Criminal Justice - Administration

Bachelor's Degree in Criminal Justice - Corrections

Bachelor's Degree in Criminal Justice - Investigation

9.01	Is licensure, certification or registration required to practice in the specific career field? ☐ Yes No (Skip to question 9.02)
9.02	Who is assigned to administer the academic program(s), and what are this person's qualifications? Mr. Keith Liggins, program chair, administers the Criminal Justice programs. Mr. Liggins holds a bachelor's degree in English from Southern University and a juris doctorate degree in Law from Hastings College of Law. He has worked at the campus since 2005.
9.03	Does this individual possess appropriate academic or experiential qualifications? ☑ Yes ☐ No
9.04	Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)? \square Yes \square No
9,05	Are the time and resources devoted to the administration of the educational program(s) sufficient? No No
9.06	Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas: (a) Student retention rate of 62%? ☐ Yes ☐ No (b) Student placement rate of 58%? ☐ Yes ☐ No
9.07	List the community resources and describe how they are utilized to enrich the program(s). The following community resources are used to enrich the programs: a program advisory committee, evidenced by committee meetings minutes; guest speakers including Mr. Steve Winston – retired police officer, Ms. Lynn Rheault – Premier Executive Security Systems, Ms. Evangeline Nathan – commanding officer of the West Los Angeles Police Department, and Ms. Judith Gelman – Federal Bureau of Investigations, documented by sign-in sheets; field trips including visits to the Central Juvenile Hall, Los Angeles Twin Towers (World's largest jail system), San Pedro Court Facility, San Pedro Beacon House and Torrance Court House, documented by sign-in sheets; and a local chapter of a Criminal Justice student club, Prepared Organized Strengthen Trust and Teamwork (P.O.S.T.T.); the local chapter of this organization is known as the Criminal Justice Society Club.
9.08	Is the utilization of community resources sufficient to enrich the program? ☑ Yes ☐ No
9.09	Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both? ☐ Yes ☐ No
9.10	Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?

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9.11	For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria? Yes No Not Applicable (these elements are not part of the program or no student is at the point of
	needing them)
9.12	Does the program use independent studies? ☐ Yes No (Skip to question 9.14)
9.14	Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program? \boxtimes Yes \square No
9.15	Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed? ☑ Yes ☐ No
9.16	is an appropriately detailed syllabus on file for each course that includes: (a) Title and course descriptions Yes
9.17	Do students confirm that they receive a course syllabus and that it is followed? ☑ Yes ☐ No
9.18	Are the courses available when needed by the student in the normal pursuit of a program of study? ☑ Yes ☐ No
9.19	Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council? \boxtimes Yes \square No

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	How many calls to employers or graduates were attempted? Bachelor's degree program in Criminal Justice -Administration: 21 The other Criminal Justice programs do not have graduates reported on the 2012 CAR
	How many calls to employers or graduates were successful? Bachelor's degree program in Criminal Justice -Administration: 16
	How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations. All of the calls where contact was made confirmed the employment of graduates as reported on the 2012 CAR.
9.20	Was documentation on file to verify graduates classified on the CAR as "not available for placement"? ☑ Yes ☐ No
9.21	Does the campus participate in Title IV financial aid?
9.22	Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding? Yes No Not Applicable (Clock hour programs only)
9.23	Is there evidence that out-of-class work or the equivalency is being evaluated? ☑ Yes ☐ No
	If Yes, briefly describe the documentation of evaluation viewed on site. The team was provided documentation of graded homework and verification of weight given to out-of-class assignments.
9.24	Are the following appropriate to adequately support the number and nature of the program? (a) Facilities. Yes No (b) Instructional equipment. Yes No (c) Resources. Yes No (d) Personnel. Yes No
9.25	Are the following elements appropriately incorporated into the instructional components of the program? (a) Systematic planning. Yes No (b) Well-defined instructional objectives. Yes No (c) The selection and use of appropriate and current learning materials. Yes No (d) Appropriate modes of instructional delivery. Yes No (e) The use of appropriate assessment strategies. Yes No (f) The use of appropriate experiences. Yes No
9.27	Do the faculty members' qualifications meet the minimum requirements outlined in the <i>Accreditation Criteria</i> , and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded? Yes \sum No

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9,28	Is the size of the faculty appropriate to the total student enrollment? ☐ Yes ☐ No	
9.29	Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for program? ☐ Yes ☐ No	the
9.30	Are teaching loads reasonable? ☑ Yes ☐ No	
FOR	CADEMIC ASSOCIATE'S DEGREES ONLY	
9.38	Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent earned over a period of four semesters, six quarters, or the equivalent? Yes \sum No	ent,
9.39	Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration? Yes	
9.40	Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering same degree? ☑ Yes ☐ No	the
9.41	Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes? Yes No	
9.42	Are the second-year courses based upon appropriate first-year prerequisites? ☐ Yes ☐ No	
FOR	ACHELOR'S DEGREES ONLY	
9.43	Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent earned over a period of eight semesters, 12 quarters, or the equivalent? Yes No	nt,
9.44	Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration? Yes	
9.45	If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising mater clearly describe the requirements for admission? Yes No Not Applicable (institution offers all four years of the degree)	ials
9.46	Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering same degree? ☐ Yes ☐ No	the
9.47	Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes laboratory work? ☑ Yes ☐ No	ind
9.48	Are the third- and fourth-year courses based upon appropriate prerequisites? ☑ Yes ☐ No	

COMMENDATIONS:

The team found that the Criminal Justice programs are efficiently run by the program chair, Mr. Keith Liggins. Also, student morale was high and the job opportunities were bright as a result of the all departments of the campus working together.

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9. PROGRAM EVALUATION

Bachelor's Degree in Graphic Design: Game Art

Bachelor's Degree in Graphic Design: Visual Communications

Academic Associate's Degree in Graphic Design

9.01	Is licensure, certification or registration required to practice in the specific career field? ☐ Yes ☐ No (Skip to question 9.02)				
9.02	Who is assigned to administer the academic program(s), and what are this person's qualifications? Ms. Anna Tuason, program chair, is assigned to administer the Graphic Design: Game Art, Graphic Design: Visual Communications, and Graphic Design programs, and has been the program chair for the past 10 years. She holds a master's degree in Media Design from Full Sail University, bachelor's and assoicate's degrees in Studio Arts from Marymount College, and a diploma in Graphic Design from Platt College. Previous experience includes art direction at Designer Lab Studio, graphic design work at OCPC Magazine, as well as freelance work.				
9.03	Does this individual possess appropriate academic or experiential qualifications? ☑ Yes ☐ No				
9.04	Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)? \boxtimes Yes \square No				
9.05	Are the time and resources devoted to the administration of the educational program(s) sufficient? ☐ Yes ☐ No				
9.06	Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas: (a) Student retention rate of 62%? ☐ Yes ☐ No (b) Student placement rate of 58%? ☐ Yes ☐ No				
9.07	List the community resources and describe how they are utilized to enrich the program(s). Community resources include program advisory committee meetings, field trips, student clubs, and community events. The campus hosted a program advisory committee meeting on April 18, 2013, at which discussions on curriculum, online classes, retention and placement rates, portfolios, job interviews, and employment needs took place. Field trips have included visits to Siggraph on July 23, 2013, to develop professional networking opportunities, the International Printing Museum on May 18, 2013, to study perspective and the history of printing, the Armory Center for the Arts on March 8, 2013, to examine principles of art history, and the Natural History Museum in Los Angeles on February 5, 2013, to practice traditional drawing techniques. Student clubs include DigiINK, the Cinematics Club, Anime Brigade, and Game Design Nation, all of which have hosted art shows and/or campus and community events.				
9.08	Is the utilization of community resources sufficient to enrich the program? ☑ Yes ☐ No				
9.09	Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both? ☐ Yes ☐ No				
9.10	Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?				

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9,11	For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives course requirements, and evaluation criteria? Yes No Not Applicable (these elements are not part of the program or no student is at the point of the program or no student is at
	needing them)
9.12	Does the program use independent studies? ⊠ Yes □ No (Skip to question 9.14)
9.13	Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Councistandards? ☑ Yes ☐ No
9.14	Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?
9.15	Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed? Yes \sum No
9.16	Is an appropriately detailed syllabus on file for each course that includes: (a) Title and course descriptions Yes
9.17	Do students confirm that they receive a course syllabus and that it is followed? ☑ Yes ☐ No
9.18	Are the courses available when needed by the student in the normal pursuit of a program of study? ☑ Yes ☐ No
9.19	Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?

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	⊠ Yes □ No
	How many calls to employers or graduates were attempted?
	Academic associate's degree program in Graphic Design: 2
	Bachelor's degree programs in Graphic Design: Game Art and Graphic Design: Visual Communications: 4
	How many calls to employers or graduates were successful?
	Academic associate's degree program in Graphic Design: 2
	Bachelor's degree programs in Graphic Design: Game Art and Graphic Design: Visual Communications: 4
	How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any
	discrepancy between the number of successful contacts and confirmations.
	All of the calls where contact was made confirmed the employment of graduates as reported on the 2012 CAR.
9.20	Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
1,000	☐ Yes ☐ No ☐ Not Applicable
9.21	Does the campus participate in Title IV financial aid?
2,12,1	Yes No (Skip to question 9.24)
9.22	Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of
9.44	a credit hour as defined by the U.S. Department of Education for Title IV funding?
	Yes No
9.23	Is there evidence that out-of-class work or the equivalency is being evaluated? Yes No
	If Yes, briefly describe the documentation of evaluation viewed on site. Instructor grade calculations and graded student work were provided as documentation that out-of-class work is being evaluated Students also confirmed that out-of-class work is assigned and graded.
9.24	Are the following appropriate to adequately support the number and nature of the program?
	(a) Facilities.
	⊠ Yes □ No
	(b) Instructional equipment. No No
	(c) Resources.
	Yes No
	(d) Personnel.
	⊠ Yes □ No
9.25	Are the following elements appropriately incorporated into the instructional components of the program?
	(a) Systematic planning.
	⊠ Yes □ No
	(b) Well-defined instructional objectives.
	 ✓ Yes No (c) The selection and use of appropriate and current learning materials.
	Yes No
	(d) Appropriate modes of instructional delivery.
	⊠ Yes □ No
	(e) The use of appropriate assessment strategies.
	Yes No
	(f) The use of appropriate experiences. ☐ Yes ☐ No
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9.27	qualifications awarded?	members' qualifications meet the minimum requirements outlined in the Accreditation C academically and experientially appropriate to the subject matter they teach and the le	
	⊠ Yes	□ No	
9.28	Is the size of t ☑ Yes	he faculty appropriate to the total student enrollment?	
9.29	Is an adequate program?	e core of full- and part-time faculty employed to ensure sound direction and continuity of	development for the
	⊠ Yes	□No	
9.30	Are teaching le	oads reasonable?	
FOR A	ACADEMIC AS	SSOCIATE'S DEGREES ONLY	
9.38		of hours required to complete the program at least 60 semester hours, 90 quarter hours period of four semesters, six quarters, or the equivalent?	s, or their equivalent,
9.39	Is there a mini	imum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area \square No	of concentration?
9.40	Does the curr same degree? Yes	iculum quantitatively and qualitatively approximate the standards at other collegiate ins	titutions offering the
9.41	Is enrollment	in the second academic year of the two-year program sufficient to support regularly schedu	led classes?
9,42	Are the second	d-year courses based upon appropriate first-year prerequisites?	
FOR I	BACHELOR'S	DEGREES ONLY	
9.43		of hours required to complete the program at least 120 semester hours, 180 quarter hours period of eight semesters, 12 quarters, or the equivalent?	s, or their equivalent,
9.44	Is there a mini	imum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area \square No	of concentration?
9.45		on offers only the last two years of the bachelor's degree program, do the catalog and all the requirements for admission? No Not Applicable (institution offers all four years of the degree)	advertising materials
9.46	Does the curr same degree? Yes	iculum quantitatively and qualitatively approximate the standards at other collegiate ins	titutions offering the
9.47	Is enrollment laboratory wo	in the third and fourth years of the bachelor's program sufficient to support regularly s rk?	cheduled classes and

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9.48	Are the thir	rd- and fourth-year courses based upon appropriate prerequisites? ☐ No	
GEN	NERAL COMN	MENTS:	
Stud	ents in the Grap	ohic Design and Game Art programs demonstrate a high degree of proficiency in various so nts stated they enjoy their classes and are very pleased with the knowledge, talent, experience	
CO	MMENDATIO	NS:	
		Mr. Juan Chavez, and the other instructors in the Graphic Design and Game Art programs are ork and commitment demonstrated by their students.	e to be commended for
9.	PROGR	AM EVALUATION	
	Bachelor's	Degree in Information Technology: Major in Systems Security	
	Academic A	Associate's Degree in Information and Network Technologies	
9.01	Is licensure, ce	rtification or registration required to practice in the specific career field?	
2101	☐ Yes	No (Skip to question 9.02)	
9.02	Mr. Bijan I from Califo Certified No	gned to administer the academic program(s), and what are this person's qualifications? Houshiar, program chair, oversees the programs. Mr. Houshair holds a bachelor's degree in brnia State University and a master's degree in Management from National University. Mr. etwork Associate (CCNA) and a Microsoft Certified System Engineer (MCSE). Mr. Houshiar as an instructor and he became the program chair in 2006.	Houshiar is a CISCO
9.03	Does this in Yes	ndividual possess appropriate academic or experiential qualifications?	
9.04		vidence that the program administrator has sufficient authority and responsibility for ion of the educational program(s)? \square No	the development and
9.05	Are the time ✓ Yes	e and resources devoted to the administration of the educational program(s) sufficient?	
9.06	which meet (a) Studen Yes	ogram meet the needs of its students and the requirements of the Council, as shown by student or exceed- the standards for the following areas: t retention rate of 62%? No t placement rate of 58%? No	achievement outcomes
	If No for e relevant star ⊠ Yes	ither item does the Campus Effectiveness Plan (CEP) include data, analysis and activities ndard? □ No	to meet or exceed the
9.07	The program	nmunity resources and describe how they are utilized to enrich the program(s). m has an active advisory board, which last met on April 18, 2013; several guest speakers is, on May 1, 2013, Mr. Jason Hernandez, IT recruiter from Robert Half Technology, provided adustry; and three field trips were held this year, on September 25, 2013, the ITCS 103 studen	advice on how to get a

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	Best Buy by instructor, Mr. Adam Moghadam, to conduct a project on trouble shooting software used by the Best Buy IT department. Sign-in sheets and event information evidence these activities.
9.08	Is the utilization of community resources sufficient to enrich the program? ☑ Yes ☐ No
9.09	Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both? ☑ Yes ☐ No
9.10	Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives? ☑ Yes ☐ No
9.11	For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria? Yes Not Applicable (these elements are not part of the program or no student is at the point of needing them)
9.12	Does the program use independent studies? ☐ Yes No (Skip to question 9.14)
9.14	Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program? ☑ Yes ☐ No
9.15	Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed? ☑ Yes ☐ No
9.16	Is an appropriately detailed syllabus on file for each course that includes: (a) Title and course descriptions

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	(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments ☑ Yes ☐ No
9.17	Do students confirm that they receive a course syllabus and that it is followed? ☑ Yes ☐ No
9.18	Are the courses available when needed by the student in the normal pursuit of a program of study? ☑ Yes ☐ No
9.19	Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council? ☑ Yes ☐ No
	How many calls to employers or graduates were attempted? Academic Associate's Degree program in Information and Network Technologies: 0 (There were no graduates) Bachelor's degree program in Information Technology: Major in Systems Security: 6
	How many calls to employers or graduates were successful? Bachelor's degree program in Information Technology: Major in Systems Security: 4
	How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations. All 4 successful calls confirmed employment of graduates as reported on the 2012 CAR.
9.20	Was documentation on file to verify graduates classified on the CAR as "not available for placement"? ☑ Yes ☐ No
9.21	Does the campus participate in Title IV financial aid? ⊠ Yes □ No (Skip to question 9.24)
9.22	Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding? ☑ Yes ☐ No
9.23	Is there evidence that out-of-class work or the equivalency is being evaluated? ☑ Yes ☐ No
	If Yes, briefly describe the documentation of evaluation viewed on site. Students interviewed in two IT courses confirmed that homework was graded and produced copies of their graded homework for the team's review.
9.24	Are the following appropriate to adequately support the number and nature of the program? (a) Facilities. Yes No (b) Instructional equipment. Yes No (c) Resources. Yes No (d) Personnel. Yes No
9.25	Are the following elements appropriately incorporated into the instructional components of the program? (a) Systematic planning. ☐ Yes ☐ No (b) Well-defined instructional objectives. ☐ Yes ☐ No

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	(c) The selection and use of appropriate and current learning materials.	
	(d) Appropriate modes of instructional delivery. ⊠ Yes □ No	
	(e) The use of appropriate assessment strategies.	
	(f) The use of appropriate experiences. ⊠ Yes □ No	
9.27	Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are qualifications academically and experientially appropriate to the subject matter they teach and the level of the crede awarded?	
	⊠ Yes □ No	
9.28	Is the size of the faculty appropriate to the total student enrollment? ☐ Yes ☐ No	
9.29	Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for program?	r the
	⊠ Yes □ No	
9.30	Are teaching loads reasonable? ⊠ Yes □ No	
FOR A	CADEMIC ASSOCIATE'S DEGREES ONLY	
9.38	Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent earned over a period of four semesters, six quarters, or the equivalent? Yes \text{No} \text{No}	lent,
9.39	Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration ☐ Yes ☐ No	2
9.40	Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering same degree?	g the
	⊠ Yes □ No	
9.41	Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes? Yes \sum No	
9.42	Are the second-year courses based upon appropriate first-year prerequisites? ☑ Yes ☐ No	
FOR I	ACHELOR'S DEGREES ONLY	
9.43	Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent earned over a period of eight semesters, 12 quarters, or the equivalent? Yes \sum No	dent,
9.44	Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration ☑ Yes ☐ No	2
9.45	If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising matclearly describe the requirements for admission? Yes \sum \sum No	erials

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9.46	Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree? Yes No
9.47	Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work? ☑ Yes ☐ No
9.48	Are the third- and fourth-year courses based upon appropriate prerequisites? ☑ Yes ☐ No
All of	MENDATIONS: The students interviewed by the team expressed great satisfaction with the instructors, their program, and with the academic nment in general.
9. 1	PROGRAM EVALUATION
1	Bachelor's Degree in Interior Design
9.01	Is licensure, certification or registration required to practice in the specific career field? ☐ Yes ☐ No (Skip to question 9.02)
9.02	Who is assigned to administer the academic program(s), and what are this person's qualifications? Mr. John Musolino, program chair, is assigned to administer the academic program. He is well-qualified to oversee the program. As previously stated, Mr. Musolino holds a bachelor degree in Architecture from Washington University and a master's degree in Architecture from Southern California Institute of Architecture. He is a licensed architect through the California Architects Board and is a Leadership for Energy and Environmental Design (LEED) accredited professional. He has over 10 years of experience as a classroom instructor in architectural design and technology and 4 years of experience as the program administrator at Westwood. His stays current with architectural design practices as a part-time, self-employed architect and by participating in continuing education required to maintain his architect's license.
9.03	Does this individual possess appropriate academic or experiential qualifications? ☑ Yes ☐ No
9.04	Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)? \square Yes \square No
9.05	Are the time and resources devoted to the administration of the educational program(s) sufficient? No No
9,06	Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas: (a) Student retention rate of 62%? ☐ Yes ☐ No (b) Student placement rate of 58%? ☐ Yes ☐ No
9.07	List the community resources and describe how they are utilized to enrich the program(s). The program utilizes the following community resources: a program advisory committees (PAC); associations with the local chapters of the American Society of Interior Designers (ASID) and Pacific Design Center (PDC); and field trips. Committee meeting notes confirm the participation of community practitioners to inform and improve program curriculum and teaching and learning. The professional associations provide opportunities to recruit advisory committee members and studio critics/jurors, to facilitate national design competitions (also used as classroom projects), and participation at local ASID networking events. The

local PDC exposes students to national and global design showrooms and a designer lectures series. Interviews with the program

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	chair and students and review of recent field trips provided in the program documents' binder illustrate how student learning is enriched by visits to local, iconic structures and interior spaces, museum design exhibits and tours of area design firms.
9.08	Is the utilization of community resources sufficient to enrich the program? ☑ Yes ☐ No
9.09	Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, ar academic credential, or both?
	⊠ Yes □ No
9.10	Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
	⊠ Yes □ No
9.11	For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives course requirements, and evaluation criteria?
	☐ Yes ☐ No ☐ Not Applicable (these elements are not part of the program or no student is at the point of needing them)
9.12	Does the program use independent studies? ☐ Yes No (Skip to question 9.14)
9.14	Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program? Yes \sum No
9.15	Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed? ☑ Yes ☐ No
9.16	Is an appropriately detailed syllabus on file for each course that includes: (a) Title and course descriptions ☐ Yes ☐ No
	(b) Course numbers
	⊠ Yes □ No
	(c) Course prerequisites and/or corequisites
	⊠ Yes □ No
	(d) Instructional contact hours/credits
	⊠ Yes □ No
	(e) Learning objectives ⊠ Yes □ No
	(f) Instructional materials and references
	Yes No
	(g) Topical outline of the course
	⊠ Yes □ No
	(h) Instructional methods
	⊠ Yes □ No
	(i) Assessment criteria
	∑ Yes □ No
	(j) Method of evaluating students ⊠ Yes □ No
	(k) Date the syllabus was last reviewed
	Yes No
	For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
	(l) Out-of-class work assignments that support the learning objectives for the course ⊠ Yes □ No

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	(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments ☑ Yes ☐ No
9.17	Do students confirm that they receive a course syllabus and that it is followed? ☑ Yes ☐ No
9.18	Are the courses available when needed by the student in the normal pursuit of a program of study? ☑ Yes ☐ No
9.19	Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council? ☑ Yes ☐ No
	How many calls to employers or graduates were attempted?
	Bachelor's degree in Interior Design; 2
	How many calls to employers or graduates were successful?
	Bachelor's degree in Interior Design: 1
	How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations. The 1 successful call confirmed the employment of the graduate as reported on the 2012 CAR.
9.20	Was documentation on file to verify graduates classified on the CAR as "not available for placement"? ☐ Yes ☐ No ☐ Not Applicable
9.21	Does the campus participate in Title IV financial aid? ⊠ Yes □ No (Skip to question 9.24)
9.22	Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding? Yes No
9.23	Is there evidence that out-of-class work or the equivalency is being evaluated? ☐ Yes ☐ No
	If Yes, briefly describe the documentation of evaluation viewed on site. The team confirmed out-of-class work or its equivalency through quiz completion, student project assignment summary descriptions, and presentation critiques.
9.24	Are the following appropriate to adequately support the number and nature of the program? (a) Facilities. Yes No (b) Instructional equipment. Yes No (c) Resources. Yes No (d) Personnel. Yes No
9.25	Are the following elements appropriately incorporated into the instructional components of the program? (a) Systematic planning. ☐ Yes ☐ No

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	(b) Well-defined instructional objectives. ⊠ Yes □ No	
	(c) The selection and use of appropriate and current learning materials.	
	⊠ Yes □ No	
	(d) Appropriate modes of instructional delivery. ✓ Yes ☐ No	
	(e) The use of appropriate assessment strategies.	
	⊠ Yes □No	
	(f) The use of appropriate experiences. ⊠ Yes □ No	
9.27	Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criter qualifications academically and experientially appropriate to the subject matter they teach and the level of awarded?	
	⊠ Yes □ No	
9.28	Is the size of the faculty appropriate to the total student enrollment?	
4.00	⊠ Yes □ No	
9.29	Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of deve	elopment for the
	program? ☑ Yes □ No	
9.30	Are teaching loads reasonable?	
	⊠ Yes □ No	
FOR	ACHELOR'S DEGREES ONLY	
9.43	Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or earned over a period of eight semesters, 12 quarters, or the equivalent? Yes \sum \sum No	their equivalent,
9.44	Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of co	ncentration?
9.45	If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advectearly describe the requirements for admission?	ertising materials
	Yes No Not Applicable (institution offers all four years of the degree)	
9.46	Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate instituti same degree?	ons offering the
	⊠ Yes □ No	
9.47	Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly sched laboratory work?	uled classes and
	⊠ Yes □ No	
9.48	Are the third- and fourth-year courses based upon appropriate prerequisites? ☑ Yes ☐ No	

COMMENDATIONS:

The Interior Design program student outcomes illustrate strong computer-aided and three-dimensional architectural design and rendering skills. Interior design students expressed appreciation for the concentrated curriculum, focus on technology and architectural design software, proximity of the college and its resources close to home and work, and the personal attention they receive from the faculty and staff.

9. PROGRAM EVALUATION

Academic Associate's degree in Medical Office Management

Academic Associate's degree in Medical Insurance Billing and Coding

Diploma in Medical Assistant

9.01	Is licensure, certification or registration required to practice in the specific career field? Yes No (Skip to question 9.02)
9.02	Who is assigned to administer the academic program(s), and what are this person's qualifications? Ms. Pamela Blakely is the program director for the Medical Office Management, Medical Insurance Billing and Coding and Medical Assisting programs. Ms.Blakely holds an doctrate degree in Doctor of Podiatric Medicine from Ohio College of Podiatric Medicine. She has worked as a Medical Assistant instructor for past nine years at various institution's from 2004-2011. Ms Blakely attended a basic life support instructor course from the American Heart Association on 02/21/2013. She has been employed at Westwood College since December 2011.
9.03	Does this individual possess appropriate academic or experiential qualifications? ☑ Yes ☐ No
9.04	Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)? Yes No
9.05	Are the time and resources devoted to the administration of the educational program(s) sufficient? ☐ Yes ☐ No
9.06	Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas: (a) Student retention rate of 62%? Yes No Not Applicable (b) Student placement rate of 58%? Yes No Not Applicable
	If No for either item does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard? ☐ Yes ☐ No ☐ Not Applicable
	If No, insert section numbers 2-1-809, 3-1-512 and 3-1-111 in parentheses and explain:
	The courses listed above were started in May 2012. There is no documentation available at the time of team visit.
9.07	List the community resources and describe how they are utilized to enrich the program(s). Upon discussion with faculty members and students, and a review of documentation, the team found the following community resources are used to enrich the programs: guest speakers and field trips, presenters come from and trips are taken to the Robert F. Kennedy Institute, Conduct Health Screenings, Annual Health Fair in Wilmington, Beauty Shop Health Screenings in Inglewood, and other local institutions and hospitals; required externships with local hospitals and clinics; and a program advisory committee.
9.08	Is the utilization of community resources sufficient to enrich the program? ☑ Yes ☐ No
9.09	Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both? Yes No

9.10	Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
	⊠ Yes □ No
9.11	For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives course requirements, and evaluation criteria? Yes \sum No
9.12	Does the program use independent studies? ☐ Yes No (Skip to question 9.14)
9.14	Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program? Yes \sum No
9.15	Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed? Yes No
9.16	Is an appropriately detailed syllabus on file for each course that includes: (a) Title and course descriptions Yes
9.17	Do students confirm that they receive a course syllabus and that it is followed? ⊠ Yes □ No
9.18	Are the courses available when needed by the student in the normal pursuit of a program of study? ☑ Yes ☐ No
9.19	Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council? Yes No Not Applicable (there have been no graduates)

awarded?

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9.20	Was documentation on file to verify graduates classified on the CAR as "not available for placement"? ☐ Yes ☐ No ☐ Not Applicable
FOR	NEW GRANTS AND INITIAL GRANTS ONLY
9.21	Does the campus participate in Title IV financial aid? ⊠ Yes □ No (Skip to question 9.24)
9.22	Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding? Yes \text{No}
9.23	Is there evidence that out-of-class work or the equivalency is being evaluated? ☑ Yes ☐ No
	If Yes, briefly describe the documentation of evaluation viewed on site.
	The team was provided documentation of graded homework and verification of weight given to out-of-class assignments.
FOR .	ALL VISITS
9.24	Are the following appropriate to adequately support the number and nature of the program? (a) Facilities. Yes No (b) Instructional equipment. Yes No (c) Resources. Yes No (d) Personnel. Yes No
9.25	Are the following elements appropriately incorporated into the instructional components of the program? (a) Systematic planning. Yes No (b) Well-defined instructional objectives. Yes No (c) The selection and use of appropriate and current learning materials. Yes No (d) Appropriate modes of instructional delivery. Yes No (e) The use of appropriate assessment strategies. Yes No (f) The use of appropriate experiences. Yes No
FOR	NONDEGREE PROGRAMS, AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY
9.26	Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations? ☑ Yes ☐ No
	NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S REES ONLY
9.27	Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their

qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential

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	⊠ Yes	□No	
9.28	Is the size o ⊠ Yes	of the faculty appropriate to the total student enrollment?	
FOR	OCCUPATIO	ONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S	DEGREES ONLY
9.29	Is an adequ program? ⊠ Yes	ate core of full- and part-time faculty employed to ensure sound direction and continuity o	of development for the
FOR	ACADEMIC	ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY	
9.30	Are teaching	g loads reasonable? ☐ No	
FOR	NONDEGRE	E PROGRAMS AND OCCUPATIONAL ASSOCIATE'S DEGREES ONLY	
9.31	Do all instr compensation Yes	ructors teach no more than 32 hours per week (except for an overload of one subject alon)?	lowed with additional
9.32	The state of the s	current student/teacher ratio? student/teacher ratio in the diploma in Medical Assisting program is 8:1.	
9,33	Is the curren	nt student-teacher ratio reasonable for the mode of delivery and course content?	
FOR	ACADEMIC	ASSOCIATE'S DEGREES ONLY	
9.38		ber of hours required to complete the program at least 60 semester hours, 90 quarter hours a period of four semesters, six quarters, or the equivalent?	rs, or their equivalent,
9.39	Is there a m ⊠ Yes	inimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area \(\subseteq \text{No} \)	of concentration?
9.40	Does the creame degree	urriculum quantitatively and qualitatively approximate the standards at other collegiate in e?	stitutions offering the
9.41	Is enrollmen ⊠ Yes	nt in the second academic year of the two-year program sufficient to support regularly sched No	uled classes?
9.42	Are the seco	ond-year courses based upon appropriate first-year prerequisites?	

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SUMMARY

The institution is not in compliance with the Accreditation Criteria in the following areas:

Number	Citation	Summary Statement
1	3-1-111	The CEP does not contain baseline data for any of the five elements in the CEP (page 4).
2	3-1-602	The campus is not in compliance with the local fire and safety laws (page 18).

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RECOMMENDATIONS

The evaluation team offers the following recommendations for the institution's consideration (*These recommendations are not included in the report seen by the Council*):

MISSION:

- The student learning outcomes section of the CEP should be revised to emphasize those measurements that truly reflect what the
 students have learned (projects, senior seminars, portfolio assessment, capstone projects, externships, grade distribution, etc.).
 The current CEP includes these items along with many other issues such as curriculum development and instructional support
 that may influence student learning, but are not direct measurements of such.
- When revising the CEP, the campus should develop a section for the sixth area to be evaluated as indicated by criteria, graduation rates.

FACILITY:

- The team observed and experienced electrical issues affecting lighting on the 1st and 2nd floor classrooms. Interviews with
 administration confirmed that the 2nd floor electrical issue is recurring and action for resolution was enacted. The team also
 found multiple electrical outlet boxes exposed and uncovered in the learning commons area, which is perceived as a further
 concern for safety. It is recommended that these boxes be repaired and covered.
- There is an overall appearance of uncleanliness throughout the student learning commons area; in particular, the seating furniture for students is visibly stained and appears unattractive and unsanitary.
- Audio visual technology is reported by faculty and students as barely adequate and could benefit from additional maintenance, especially for better sound quality. It is recommended that these concerns be addressed to improve the overall student experience.

BUSINESS ADMINISTRATION:

Although students are generally happy with the overall campus, they would like to see more activities common to a more traditional college campus such as a basketball team.

GRAPHIC DESIGN:

Completing the setup of the render farm to support Maya would assist in speeding up the rendering process and freeing up additional laboratory computers. If there is room, adding the old lab computers (that are being replaced) to the render farm would also help to increase the overall processing power. The campus may also want to investigate using the OUYA development kit so that students can gain some practical experience in game console development.

INTERIOR DESIGN:

• There is currently one part-time faculty member teaching for the program and a program chair who also teaches some classes. Both faculty members have earned degrees in architecture and practice primarily as architects. There are no faculty members in the program that have earned degrees in interior design, have national interior design exam qualification, or interior design professional organization appellation. It is recommended that the administration hire and retain faculty that have one or more of these qualification examples and assign interior design theory and interior design studio-based classes to these faculty for a better balance of architectural and interior design skill outcomes and a wider breath of industry perspective, understanding, and standards.

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 The team observed a majority of the computers in the dedicated interior design computer laboratories are in the process of rendering and not available for other student use during classtime. Interviews with students confirmed slow computer speeds. The team recommends an action plan for technology equipment improvement for this program.

ALLIED HEALTH PROGRAMS:

- Courses including MICB 220, ICD9 CM Coding Essentials should start incorporating training for ICD-10 which is scheduled for implementation in October 2014. Information can be obtained from the Centers of Medicare and Medicaid Services at www.CMS.gov.
- Increased utilization of interactive software's, DVDs and test prep books and articles in library to enrich the allied health programs.

CONSTRUCTION MANAGEMENT:

- Monitor prerequisites very closely. One student in the Construction Management program, Ms. Rosana Chaves, took CM260 before taking CA201.
- The Construction Management program currently uses MS Project as a scheduling software. The team recommends the institution use an industry standard software such as Premavara.
- Revise the language in the catalog regarding one of the program learning outcomes for the Construction Management program.
 Students do not learn enough CAD skills to "create construction drawings." The team recommends the word "create" be revised to "interpret."



ADDITIONAL LOCATION INCLUSION VISIT REPORT

ITT--SOUTHFIELD 26700 Lahser Rd., Ste. 100 Southfield, MI 48033 ACICS ID Code: 00096945

Ms. Kelly Ruddle, Campus Director (b)(6) @itt-tech.edu)

(b)(6) @itt-tech.edu

MAIN CAMPUS

ITT Technical Institute Indianapolis, Indiana ACICS ID Code: 00016040

September 30-October 1, 2013

Scot Ober	Chair	Words, etc, Inc.	Tucson, Arizona
Michele Ernst	Student-Relations Specialist	Brown College	Mendota Heights, Minnesota
Gine Thomes-Cotter	Educational Specialist	EDMC	Phoenix, Arizona
Charles Saunders	Drafting/Electrical Engineering Specialist	Virginia College	Owens Cross Roads, Alabama
David Teneyuca	Network Systems Specialist	U. of TexasSan Antonio	San Antonio, Texas
Torri Hayslett	Accreditation Coordinator	ACICS	Washington, DC

750 First Street, NE, Suite 980 • Washington, DC 20002-4223 • t - 202.336.6780 • t - 202.842.2593 • www.acics.org

PROGRAMS OFFERED BY

ITT Technical Institute Southfield, MI

	ACICS CREDENTIAL	APPROVED PROGRAM	Qtr. Hrs.	Enroll: Full- time/ Part- time	CAR Retention & Placement			
					2012		2011	
CREDENTIAL EARNED					Ret.	Pla.	Ret.	Pla.
Associate of Applied Science Degree	Academic Associate's	Network Systems Administration	93	58/5	88.24%	N/A	N/A	N/A
Associate of Applied Science Degree	Academic Associate's	Electrical Engineering Technology	93	50/7	83.33%	N/A	N/A	N/A
Associate of Applied Science Degree	Academic Associate's	Drafting and Design Technology	93	14/3	N/A	N/A	N/A	N/A
Associate of Applied Science Degree	Academic Associate's	Industrial Engineering Technology	93	7/0	N/A	N/A	N/A	N/A

TOTAL ENROLLMENT

144

INTRODUCTION

ITT—Southfield opened in March 2012 with 19 students enrolled in two academic associate's degree programs. The campus now offers four academic associate degree programs and plans to graduate its first class in December 2013. Although Southfield is not a low-income area, most students are lower-income students from the Detroit area. Most students are age 25 or older, most are male, and most have not attended any postsecondary institution before.

Although the campus reported in its 2012 CAR an impressive overall retention rate of 85%, the campus has a year-to-date retention rate in the Drafting and Design associate-degree program of 49%. This is a new program and was not reported in the 2012 CAR. The campus has already developed an improvement plan for the program and included it in its current CEP.

1. MISSION

1.01	Give the page number in the campus catalog on which the mission statement can be found. The mission statement is given on the front inside cover of the 2013-2014 campus catalog.
1.02	Does the campus have an appropriate mission statement with a set of supporting objectives? No No
1.03	Are the objectives devoted substantially to career-related education? ☑ Yes ☐ No
1.04	Are the objectives reasonable for the following? (a) The programs of instruction ☐ Yes ☐ No (b) The modes of delivery. ☐ Yes ☐ No (c) The facilities of the campus. ☐ Yes ☐ No
1.05	Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public? Yes \sum No

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1.06	Is the campus committed to successful implementation of its mission? ☑ Yes ☐ No
1.07	Does the campus have a current Campus Effectiveness Plan (CEP)? ☑ Yes ☐ No
1.08	If the campus is an additional location, does the additional location have its own CEP, separate from the main campus IEP? Yes
1.09	Does the CEP describe the following? (a) The characteristics of the programs offered. ☐ Yes ☐ No (b) The characteristics of the student population. ☐ Yes ☐ No (c) The types of data that will be used for assessment. ☐ Yes ☐ No (d) Specific goals to improve the educational processes. ☐ Yes ☐ No (e) Expected outcomes of the plans. ☐ Yes ☐ No
1.10	Are the following five required elements evaluated in the CEP? (a) Student retention. Yes
1.11	midterm and final exams, no such analysis is included in the CEP. Define the student learning outcomes used by the campus and how these outcomes are being assessed.
A-2	The campus plans to use student performance on capstone courses as its major means of documenting student learning outcomes.
1.12	Are the following identified and described in the CEP? (a) The baseline data for each outcome. Yes No Not Applicable (b) The data used by the campus to assess each outcome. Yes No Not Applicable (c) How the data was collected. Yes No Not Applicable (d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes. Yes No Not Applicable

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1,13	Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last thr Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes? Yes No Not Applicable (new additional location or initial applicant only)			
1,14	Has the campus published specific activities that will be undertaken to meet placement and retention goals? ✓ Yes ☐ No ☐ Not Applicable (new additional location only)			
1.15	Describe the specific activities that the campus will undertake to meet these goals. The campus hired a full-time director of career services in February 2013, even though its first class of graduates will be in December 2013. The campus recently began offering software-specific workshops to its Drafting and Design students as means of motivating them to complete the program. The campus has also increased the number of Drafting and Design instructors to add more perspective to the program of study.			
1.16	Does the campus have documentation to show the following? (a) That the CEP has been implemented. ☐ Yes ☐ No (b) That specific activities listed in the plan have been completed. ☐ Yes ☐ No (c) That periodic progress reports have been completed. ☐ Yes ☐ No			
1.17	Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee utilized please describe the committee. Ms. Kelly Ruddle, campus director, is responsible for implementing and monitoring the CEP. She has a bachelor's degree Business Administration from Olivet Nazarene University and a master's degree in Business Administration from Wal College. She is a former director of a Dorsey Business School campus and has been with ITT since 2007. She has be director of this campus since January 2012.			
1.18	Does the campus have documentation to show that the CEP is evaluated at least annually? Yes No Not Applicable (new additional location or initial applicant only)			
COM	IMENDATIONS: With the exception of no documentation of student learning outcomes, the CEP is well-written and complete, with usel analysis of the data presented.			
2.	ORGANIZATION			
2.01	Is the following information regarding the campus appropriately stated in the catalog? (a) Governance, control, and corporate organization. ☐ Yes ☐ No (b) Names of the trustees, directors, and/or officers. ☐ Yes ☐ No (c) Names of the administrators. ☐ Yes ☐ No			
2.02	Does the campus: (a) Adequately train its employees? ☐ Yes ☐ No (b) Provide them with constant and proper supervision? ☐ Yes ☐ No (c) Evaluate their work? ☐ Yes ☐ No			
2.03	Is the administration of the campus efficient and effective? ☑ Yes ☐ No			

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2.04	Does the campus maintain written documentation to show that faculty and staff members: (a) Clearly understand their duties and responsibilities? ☐ Yes ☐ No				
	(b) Know the person to whom they report?				
	 ✓ Yes ☐ No (c) Understand the standards by which the success of their work is measured? 				
	⊠ Yes □ No				
2.05	Does the administration maintain documentation of the evaluation of the faculty and staff? ☐ Yes ☐ No				
2.06	Has the campus adopted a policy on academic freedom that has been communicated to the faculty? ☑ Yes ☐ No				
2.07	Does the campus have an appropriate grievance policy for faculty and staff? ☑ Yes ☐ No				
2.08	Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?				
2.09	Who is responsible for the financial oversight of the campus, and what are this person's qualifications? Ms. Ruddle, campus director, is responsible for financial oversight of the campus. As noted earlier, she has both a bachelor's				
	degree and a master's degree in Business Administration. She is a former director of a Dorsey Business School campus and has been with ITT since 2007. She has been director of this campus since January 2012.				
3.	ADMINISTRATION				
3.01	Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study? Yes No				
3.02	Are all staff well trained to carry out administrative functions? ☐ Yes ☐ No				
3.03	Who is the on-site administrator, and what are this person's qualifications?				
	Ms. Ruddle, campus director, is the on-site administrator. As noted earlier, she has both a bachelor's degree and a master's degree in Business Administration. She is a former director of a Dorsey Business School campus and has been with ITT since 2007. She has been director of this campus since January 2012.				
3.04	Does the campus list degrees of staff members in the catalog? ☑ Yes ☐ No				
	If Yes, is appropriate evidence of the degrees on file? ☑ Yes ☐ No				
3.05	Is there evidence that the campus keeps adequate records to support the following administrative operations? (a) Financial aid activities.				
	Yes No Not Applicable (campus does not participate in financial aid)				
	(b) Admissions. ⊠ Yes □ No				
	⊠ Yes □ No				

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	(d) Accreditation and licensure.
	⊠ Yes □ No
	(e) Guidance.
	⊠ Yes □ No
	(f) Instructional resources.
	⊠ Yes □ No
	(g) Supplies and equipment.
	⊠ Yes □ No
	(h) The school plant.
	⊠ Yes □ No
	(i) Faculty and staff.
	⊠ Yes □ No
	(j) Student activities.
	⊠ Yes □ No
	(k) Student personnel.
	⊠ Yes □ No
3.06	Does the campus admit ability-to-benefit students?
	Yes No (Skip to Question 3.11.)
3.11	Do student files contain evidence of graduation from high school or the equivalent?
	⊠ Yes □ No
342	
3.12	Are appropriate transcripts maintained for all students?
	⊠ Yes □ No
3.13	Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus
	catalog?
	⊠ Yes □ No
3.14	Are student records protected from theft, fire, water damage, or other possible loss?
5.14	Yes No
3.15	Does the campus maintain transcripts for all students indefinitely?
	⊠ Yes □ No
3.16	Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all
	students?
	⊠ Yes □ No
COM	MENDATIONS:
	ampus director is well-qualified for her position and is managing the campus in a competent manner.
Marc (C)	
4 1	DEL ATIONO WITH CITADENTO
4.	RELATIONS WITH STUDENTS
4.01	How many student files were reviewed during the evaluation?
4.01	The team reviewed 22 student files during the visit.
	The team reviewed 22 student files during the visit.
4.02	Does the campus ensure that its student relations reflect high ethical standards?
	⊠ Yes □ No
4.03	Does the campus have appropriate admissions criteria?
	⊠ Yes □ No
4.04	Does the campus contract with third parties for admissions and recruiting purposes?

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	Yes	⊠ No	
4.05		ence to document that admissions criteria are applied consistently to all students admitted this criteria (e.g., that students admitted into specific programs for the same start date are criteria)? No	
4.06	Does the adm ⊠ Yes	nissions policy conform to the campus's mission?	
4.07	Is the admission of Yes	ions policy publicly stated?	
4.08	Is the admission in Yes	ions policy administered as written? ☐ No	
4.09	(a) Clearly o✓ Yes(b) Outlines o✓ Yes	apus use an enrollment agreement for each enrolled student that : butlines the financial obligations of both the institution and the student? No all program related tuition and fees? No gnature of the student and the appropriate school representative? No	
	Is there evider ⊠ Yes	ence that a copy of the agreement has been provided to the student?	
4,10	Mr. Fred Bro holds a bach	nsible for the oversight of student recruitment at the campus and what are this person's quadrum, director of recruitment, is responsible for the oversight of student recruitment at nelor's degree in Recreation and Parks Management from Eastern Michigan Universistitute since December 2005 as an admissions representative before becoming director of	the campus. Mr. Brown ity. He has been at ITT
4.11	objectives for The team revi	team able to verify that the recruiting process for new students is ethical and compating the campus? riewed 22 student files, reviewing the admissions documents in each. After a thorough recruiting process was ethical and compatible with the educational objectives of the insti	eview, the team was able
4.12	following?	□ No □ No □ No	information regarding the
4.13		npus use prospective student names obtained as a result of a survey, canvass, or promise a student, or as a result of other marketing activity? No	of future employment or

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4.14	Does the state in which the campus operates require representatives to be licensed or registered? ☐ Yes ☐ No			
4.15	Are the titles of recruitment and enrollment personnel appropriate? ☑ Yes ☐ No			
4.16	Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement? ☑ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)			
4.17	Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards? ☑ Yes ☐ No			
4.18	Does the campus have written policies and procedures for evaluating and accepting transfer of credit? ☑ Yes ☐ No			
4.19	Is there evidence that the campus properly awards transfer of credit? ☑ Yes ☐ No ☐ Not Applicable			
4.20	Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus? ☑ Yes ☐ No			
4.21	Has the campus established articulation agreements with other institutions? ☐ Yes ☐ No (Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs)			
4.24	Is the standards of satisfactory academic progress policy published in the catalog? ☐ Yes ☐ No			
	If Yes, state the page number(s) where the standards of satisfactory academic progress policy is published? The standards of satisfactory academic progress policy can be found on pages 37-40 of the current catalog			
4.25	Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following? (a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length. Yes \sum No			
	 (b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame. ∑ Yes No 			
	(c) Procedures for re-establishing satisfactory academic progress. ☐ Yes ☐ No			
	(d) A definition of the effects of the following on the CGPA and successful course-completion percentage: Withdrawals. Yes □ No Incomplete grades. Yes □ No Repeated courses. Yes □ No Non-punitive grades. Yes □ No □ Not Applicable (campus does not offer) Non-credit or remedial courses. Yes □ No □ Not Applicable (campus does not offer) A warning status. Yes □ No □ Not Applicable (campus does not use)			
	A probationary period. ☑ Yes ☐ No			

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	An appeal process. ☐ Yes ☐ No An extended-enrollment status. ☐ Yes ☐ No ☐ Not Applicable (campus does not offer) The effect when a student changes programs. ☐ Yes ☐ No ☐ Not Applicable (campus only offers one program of study The effect when a student seeks to earn an additional credential. ☐ Yes ☐ No ☐ Not Applicable (campus only offers one credential) The implications of transfer credit. ☐ Yes ☐ No			
4.26	Does the campus apply its SAP standards consistently to all students? ☑ Yes ☐ No			
4.27	Are students who are not making satisfactory academic progress properly notified? ⊠ Yes □ No □ Not Applicable (no students are in violation of SAP)			
4.28	Is SAP evaluated at the end of each academic year or at 50% of the normal program length if the program is one academic year in length or shorter? Yes \sum \sum No			
4.29	Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent? Yes No Not Applicable (all programs are one year or less)			
4.30	Are students who are not making satisfactory academic progress at the end of the second year dismissed? Yes No Not Applicable (all programs are less than two years)			
4.31	Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment? ☐ Yes ☐ No			
4.32	Are students allowed to remain on financial aid while under warning status? ☐ Yes ☐ No ☐ Not Applicable			
	Students continue to be eligible for financial aid while on probation. The cumpus does not use the financial-aid warning status as part of its SAP policy.			
4.33	Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated and considered to be making satisfactory academic progress? ☑ Yes ☐ No			
4.34	Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there a mitigating circumstances? Yes No Not Applicable (campus does not have extended enrollment and/or does not participate in financial aid)			
4.35	Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length? Yes No Not Applicable (campus does not have extended enrollment)			
4.36	For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived? Yes No Not Applicable (there is no such student)			
4.37	Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs? Yes \[\subseteq No			

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4.38	Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications? Mr. Gabriel Cassar, dean, administers satisfactory academic progress. Mr. Cassar has a master's degree in Leadership Studies and a bachelor's degree in Computer Science. He has been working at ITT since 2008 in various roles, including instructor, program chair, and now dean.			
4.39	Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs ☐ Yes ☐ No			
4.40	Does the campus finance any of the following? (Mark all that apply.) (a) ☑ Scholarships. (b) ☐ Grants. (c) ☐ Loans. (d) ☐ The campus does not offer scholarships, grants, and/or loans. (Skip to Question 4.42.)			
	If Yes for any item, does the campus properly identify all scholarship, grant, and loan programs? No □ No			
4.41	Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship and grant programs in its catalog? ☑ Yes ☐ No			
4.42	Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees? ☑ Yes ☐ No			
4.43	Are tuition and fees clearly stated in the catalog? ☑ Yes ☐ No			
	If Yes, have students confirmed receiving a copy of the catalog? ☐ Yes ☐ No ☐ Not Applicable			
4.44	Do the financial records of students clearly show the following? (a) Charges. Yes			
4.45	Is the effective date listed on announcements of changes in tuition and fees? Yes No Not Applicable (campus has not changed tuition or fees)			
4.46	Is the campus' refund policy published in the catalog? ☑ Yes ☐ No			
4.47	Is the refund policy fair, equitable, and applicable to all students? ☑ Yes ☐ No			

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VER. S	eptember 1, 2013 ACICS INITIAL, REEVALUATION, OR ADDITIONAL LOCATION INCLUSION REPORT Page 11 of 27				
4.48	Is the campus following its stated refund policy? ☑ Yes ☐ No				
4.49	Does the campus participate in Title IV financial aid? ⊠ Yes □ No (Skip to question 4.57)				
4.50	Who is responsible on-site for administering student financial aid, and what are this person's qualifications? Ms. Zaneta McCatty, director of finance, is responsible for the on-site administration of student financial aid. She has earned college credit from Daniel Webster College, DeVry University, and ITT Technical Institute. She has been working in financial aid at ITT Technical Institute in several roles since 2008 and has been serving as director of finance since February 2012.				
4.51	Is the person who determines the amount of student awards <i>not</i> also responsible for disbursing those awards? ☑ Yes ☐ No				
4.52	Are final student financial aid award determinations made by administrative individuals who are <i>not</i> responsible for recruitment? Yes No				
4.53	Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field? Yes \sum \sum No				
4.54	Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual). The director of finance (DOF) is an active member of the Michigan Student Financial Aid Association (MSFAA). This year she is serving on the MSFAA Conference Program Committee. In addition, there is documentation of regular participation in webinars sponsored by Sallie Mae Department of Education Loan Services in the DOF's file.				
4.55	Is there evidence that the financial aid administrator regularly participates in professional awareness activities? ☐ No				
4.56	Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios? Yes No				
4.57	Does the campus provide discounts for cash received in advance of the normal payment schedule? Yes No (Skip to question 4.58.)				
4.58	Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc. There are numerous student services offered at the campus, including tutoring, academic advising, student orientation, and career advising.				
4.59	Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates? Yes No Not Applicable				
	There have been no graduates.				
-4.60	Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications? Ms. Gail Allan, director of career services, is responsible for the counseling of students on employment opportunities. She holds associate's and bachelor's degrees in Early Childhood Studies. Ms. Allan's work experience includes four years of career-development advising at New Haven High School and one year as career services advisor for another local career college.				

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VEN. S	repletified 1, 2013 ACICS INITIAL, REEVALUATION, OR ADDITIONAL LOCATION INCLUSION REPORT				
4.61	Does the campus offer employment assistance to all students? No Not Applicable (campus enrolls only international students on a student visa)				
4.62	Does the campus use placement percentages or salary projections as part of its recruiting activities? ☐ Yes ☐ No				
4.63	The beginning enrollment on the most current Campus Accountability Report (CAR) is 0 The ending enrollment reported on the previous year's CAR is Not applicable				
4.64	Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council? ☐ Yes ☐ No ☐ Not Applicable				
4.65	Are students who receive financial aid counseled concerning their student loan repayment obligations? Yes No Not Applicable (campus does not participate in financial aid)				
4.66	Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations. Students are advised on repayment options during the enrollment process and each time the student repackages their financial aid. Incoming students receive an "Entrance Counseling Guide for Direct Loan Borrowers." While the campus has not graduated any students yet, they plan to conduct exit interviews to counsel students on repaying student loans.				
4.67	Describe the extracurricular activities of the campus (if applicable). The campus has started an electronics club and has attempted to start a drafting club and an information technology club. The campus sponsors a student appreciation event at the start of every quarter, to include events like cookouts, nacho bar, and in the fall a turkey bowl.				
5. E	DUCATIONAL ACTIVITIES				
5.01	Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws? ☑ Yes ☐ No				
5.02	Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications? Mr. Gabriel Cassar, dean, oversees the educational activities of all programs on the campus. He has been working for ITT since 2008 in various positions and was appointed campus dean in February 2012. Mr. Cassar holds an associate's degree in Computer Networking Technology, Microsoft Option; an associate's degree in Management; a bachelor's degree in Computer Science; and a master's degree in Business Administration, all from Baker College. He had served as a program chair at ITT-Dearborn, an instructor at ITT-Swartz Creek, and has experience in desktop support, network engineering, and help-desk coordination at computer and computer-related companies.				
5.03	Does this person have appropriate academic or experiential qualifications? ☑ Yes ☐ No				
5.04	Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs. The program administrators have sufficient authority for the development of the academic programs at the ITT-Southfield campus. Evidenced by statements in their job descriptions reviewed by the team, including "creates academic goals and objectives," "ensures compliance with policies and procedures," and "delivers quality student services."				
5.05	Is the time devoted to the administration of the educational programs sufficient? ☐ Yes ☐ No				

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5.06	Is there a publ ☑ Yes	ished policy	on the responsibility and authority of faculty in academic go	vernance?	
5.07	(a) Developr	nent of the ed No of course ma No ic evaluation No ent of student	num, address the role of the faculty in the following areas? ucational program. terials, instructional equipment and other educational resour and revision of the curriculum. learning outcomes. all effectiveness.	ces.	
5.08	Is there evider ⊠ Yes	nce that this p	olicy has been adopted and faculty members are aware of it.		
5.09	Does the campus have any programs that require specialized programmatic accreditation to obtain entry-level employment licensure by the state in which the campus is approved? ☐ Yes No (Skip to question 5.11)				
5.13	Are the educa ⊠ Yes	tional progra	ms consistent with the campus' mission and the needs of its	s students?	
5.14	Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, other interested parties such as advisory committees? Yes \sum No				
5.15	What provisions are made for individual differences among students? Faculty ensure provisions are made for individual student differences through modifying their choices of presentation methods within classes to include lecture, demonstrations, and explanations; offering extra support through the library tutoring program; and utilizing their in-service training to accommodate for differences in gender, sexual orientation, race and religious preferences.				
5.16	Describe the system in place to evaluate, revise, and make changes to the curriculum. ITT-Southfield offers a number of avenues for evaluating and revising curriculum. Faculty may submit ideas for improvements via the faculty collaboration portal maintained on the internet. A district curriculum lead is available for face-to-face, e-mail, or phone contact to discuss curricula revisions. Program Advisory Committees (PACs) review curricula and recommend changes on a biannual basis, and students may offer their suggestions through surveys in various classes. Any changes that are contemplated are passed through the corporate curriculum committee which has final say on the implementation of revisions.				
5.17	Does the faculty participate in this process? ☑ Yes ☐ No				
5.18	Is credit appropriately converted in relation to total student contact hours in each class? No				
5.19	personal expe	If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?			
	⊠ Yes	□ No	☐ Not Applicable (campus does not award such credit)	
	If Yes, is there ⊠ Yes	appropriate	documentation of the assessments of knowledge, skills, or	competencies required?	

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5.20	Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved? Yes \sum No
5,21	Are the following appropriate to adequately support the number and nature of the general education courses? (If only nondegree programs are offered with no general education courses, skip to 5.22) (a) Facilities. Yes No (b) Instructional equipment. Yes No (c) Resources. Yes No (d) Personnel. Yes No
5.22	Does the campus provide an environment for its faculty that is conducive to effective classroom instruction? ☑ Yes ☐ No
5.23	Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs? ☑ Yes ☐ No
5.24	Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws? ☐ Yes ☐ No
5.25	Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors? ☑ Yes ☐ No
5.26	Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States? Yes No Not Applicable (no faculty members hold foreign credentials)
5.27	Is there documented evidence of a systematic program of in-service training at the campus? ☑ Yes ☐ No
	If Yes, how is this documented? The team evidenced in-service documentation in faculty files, and verified in-service training is held during interviews while on-site.
5.28	Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans? \square Yes \square No
5.29	Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings? ☑ Yes ☐ No
5.30	Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs? ☑ Yes ☐ No
5.31 D	loes the institution utilize contracts and/or agreements with other institutions or entities? Yes No

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5,34	Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the <i>Accreditation Criteria</i> ? ☑ Yes ☐ No
5,35	Does the program include a minimum of 15 semester, 22.5 quarter hours, or their equivalent in general education courses? Yes No
5,36	Do the programs' general education courses meet Council standards in that the courses place emphasis on principles and theory not on practical applications associated with a particular occupation? Yes No
5,37	Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification? Yes \sum No
6. 1	EDUCATIONAL FACILITIES
6.01	Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information). The campus is located on the first floor of a four-story office building in Southfield, Michigan, a suburb of Detroit. It comprises 19,308 square feet, which includes theory classrooms, laboratories, administrative offices, library, bookstore, and staff and student lounge areas. There is adequate parking, and the facility is handicapped-accessible.
6.02	Does the campus utilize any additional space locations? ☐ Yes ☐ No
6.03	Does the campus utilize campus additions? ☐ Yes ☐ No
6.04	Are all facilities (including additional space and campus additions) appropriate for the size of the student population and the programs offered? \square Yes \square No
6.05	Are the following appropriate to support the student population and the programs offered at all locations (including additional space and campus additions)? (a) Equipment Yes
6,06	Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations? Yes No Not Applicable
7.]	PUBLICATIONS
7.01	What catalog was used during the evaluation (please include the year, number, and volume if appropriate)? The catalog used during the evaluation visit is the ITT-Southfield, MI 2013-2014 Catalog, volume 12, with a published date of September 13, 2013, and an effective date of 09/13/2013 - 09/14/2014.
7.02	Does the self-study or additional location application part II accurately portray the campus? ☑ Yes ☐ No

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7.03	Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students? Yes \square No
7.04	Does the catalog contain the following items?
0.000	(a) A table of contents and/or an index.
	⊠ Yes □ No
	(b) An indication of the year or years for which the catalog is effective on the front page or cover page.
	⊠ Yes □ No
	(c) The names and titles of the administrators.
	⊠ Yes □ No
	(d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.
	⊠ Yes □ No
	(e) A statement of accreditation
	Yes No Not Applicable (initial applicant)
	(f) A mission statement.
	⊠ Yes □ No
	(g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the
	area of teaching specialization.
	⊠ Yes □ No
	(h) An academic calendar.
	⊠ Yes □ No
	(i) A full disclosure of the admission requirements.
	⊠ Yes □ No
	(j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing
	of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit
	or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration
	needed to work in the field; and any additional requirements that must be met to complete the curriculum.
	⊠ Yes □ No
	(k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise
	description of the course contents, and any necessary prerequisites.
	⊠ Yes □ No
	 (I) An explanation of the grading system that is consistent with the one that appears on the student transcript. ✓ Yes ✓ No
	Yes No Not Applicable (The campus does not award credit) (n) A complete explanation of the standards of satisfactory academic progress.
	Yes No
	(o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for
	completion of each.
	⊠ Yes □ No
	(p) The transfer of credit policy.
	⊠ Yes □ No
	(q) A statement of the tuition, fees, and any other charges.
	⊠ Yes □ No
	(r) A complete and accurate listing of all scholarships, grants, and/or loans offered.
	Yes No Not Applicable (no scholarships, grants, or loans offered)
	(s) The refund policy.
	⊠ Yes □ No
	(t) A statement describing the student services offered.
	⊠ Yes □ No
	 (u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).

7.05	Does the campus offer degree programs? ☑ Yes ☐ No
	If Yes, does the catalog contain the following? (a) An explanation of the course numbering system (for all levels).
	 (b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and bachelor's degrees only).
	(c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only). Yes No Identification of courses that satisfy the upper-division (for bachelor's degrees only).
	⊠ Yes □ No
	Bachelor degree programs are not currently offered at the campus, but are listed in the catalog,
7.06	Does the campus offer courses and/or programs via distance education? ☐ Yes ☐ No (Skip to Question 7.07.)
7.07	Does the catalog contain an addendum/supplement? ☐ Yes No (Skip to Question 7.08.)
7.08	Is the catalog available online? ⊠ Yes □ No (Skip to Question 7.09.)
	If Yes, does it match the hard copy version? ☑ Yes ☐ No
7.09	Does the campus utilize a multiple-school catalog? ☐ Yes ☐ No (Skip to Question 7.10.)
7.10	Is all advertising and promotional literature, through any type of media (social media, website, newspapers, etc.), truthful and dignified?
	⊠ Yes □ No
7.11	Is the correct name of the campus listed in all advertising, web postings and promotional literature? ☑ Yes ☐ No
7.12	Where does the campus advertise (publications, online, etc.)? The campus advertises online, through direct mailers, postcards, brochures, posters, television commercials, and radio.
	Are all print and electronic advertisements under acceptable headings? ☑ Yes ☐ No
7,13	Does the campus use endorsements, commendations, or recommendations in its advertising? ☑ Yes ☐ No (Skip to Question 7.14.)
	If Yes, is there evidence that prior written consent was obtained and that all representations are factual and portraying current conditions?
	⊠ Yes □ No
7.14	Does the campus utilize services funded by third parties? ☐ Yes No (Skip to Question 7.15.)

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7,15	Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates? Yes No
7,16	Is the phrase "for those who qualify" properly referenced in all advertising that mentions financial aid? Xes No Not Applicable (campus does not participate in financial aid)
7.17	What institutional performance information does the campus routinely provide to the public? The institutional performance information provided to the public includes information on placement, retention, tuition costs and fees, possible occupations, and on-time graduation rate.
	Where is this information published and how frequently is this information being updated? The information is published online and is updated on an annual basis.
8. 1	LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY
8.01	Does the campus develop an adequate base of library resources? ☑ Yes ☐ No
8.02	Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses? \boxtimes Yes \square No
8.03	Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process? ☑ Yes ☐ No
8,04	Are adequate staff provided to support the development, organization of the collection, and access of library resources? \square Yes \square No
8.05	Describe how the campus develops continuous assessment strategies for resources and information services? The librarian holds regular workshops with faculty to monitor student engagement with library resources, and faculty are members of the library committee, a group that meets regularly to determine the need for new resources and review current holdings for relevance. In addition, the corporate librarian monitors the appropriateness of the institution's overall collection.
	Are these methods appropriate? ☑ Yes ☐ No
8.06	Is the library staff adequately trained to support the library? ☑ Yes ☐ No
8.07	Is the campus' established annual budget appropriate to the size and scope of the campus and the programs offered, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials? Yes No
8.08	What is the amount of the current year's library budget excluding personnel allocations? The current year's library budget is \$5,972.
8.09	What portion of the current year's library budget has been spent and how has the money been allocated? To date, the campus has spent \$1,572 on the virtual library, \$1,200 on periodicals, and \$2,000 on books to support the curricula. The library budget runs from January 1 through December 31.
8.10	Is there evidence that the faculty have major involvement in the selection of library resources? ☑ Yes ☐ No

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8.11	Are the library hours adequate to accommodate the needs of all students? ☑ Yes ☐ No	
8.12	Describe how the faculty inspire, motivate, and direct student usage of the library resources? Faculty inspire, motivate, and direct student library usage through specific homework and class assignments, often requiring use of the virtual library. Faculty use the library to hold tutoring sessions with students. The librarian makes presentations in various classes to help students understand what is available through library resources and how to properly benefit from their use. The librarian and her assistant also offer support for students and faculty upon request.	
	Are these methods appropriate? ☑ Yes ☐ No	
8.13	Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials? Yes No	
8.14	Are records of physical and/or online resources and circulation accurate and up to date? ☐ Yes ☐ No	
8.15	If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented? Yes No No Not Applicable (no interlibrary agreements)	
8.16	Describe any full-text online collections available to students. The library subscribes to a number of full-text online collections through its virtual library system. Among the collections at the Association for Computing Machinery (ACM) Digital Library, which contains information related to informatio technology; EbscoHOST, which includes general education subjects; Lexis/Nexis for over 6000 journals covering news an current events; and ProQuest, which is a general collection of information, including many national and international newspapers. The library also has access to a number of general reference and book sources such as AccessScience that includes the McGraw-Hill Encyclopedia of Science and Technology, Britannica Online, and books 24x7.	
8.17	Are the library physical holdings and /or full-text online collections up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs? ☑ Yes ☐ No	
8.18	Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics? ☐ Yes ☐ No	
8.19	Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site? Ms. Stephanie Fair is the on-site librarian. Ms. Fair has a bachelor's degree in History from Oakland University and a master's degree in Library and Information Science from Wayne State University. Ms. Fair was appointed librarian in September 2013. Prior to this appointment, she was the ITT-Troy library assistant from 2012 to 2013. Her previous work experience includes positions as a banker, customer service representative, shift supervisor, and shift manager at various businesses. Ms Fair is on-site Monday and Tuesday from 9 a.m. to 6 p.m., Wednesday from 1 p.m. to 10 p.m., and Thursday and Friday from 9 a.m. to 6 p.m. The library is open Monday through Friday from 9 a.m. to 10 p.m. and Saturday from 9 a.m. to 2 p.m.	
	Ms. Fair is supported by Ms. Melissa Bowen, library assistant. Ms. Bowen has a bachelor's degree in History from Eastern Michigan University and a master's degree in Library and Information Science from the University of Michigan. Prior to he employment at ITT-Southfield, Ms. Bowen was a research assistant and intern at facilities including the University of Michigan Law Library, Ford Motor Company, William L. Clements Library, Bruce T. Halle Library, and the Canton Public Library. Ms. Bowen is on-site Monday, Tuesday, and Friday from 5 p.m. to 10 p.m. and on Saturday from 9 a.m. to 2 p.m.	
	Does this individual: (a) Supervise and manage the library and instructional resources?	
	 ✓ Yes No (b) Facilitate the integration of instructional resources into all phases of the campus's curricular and educational offerings? ✓ Yes No 	

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	(c) Assist students in the use of instructional resources? ⊠ Yes □ No
8.20	Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources? ☑ Yes ☐ No
8.21	Have library staff transcripts from campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States? Yes Not Applicable (staff do not hold foreign credentials)
8.22	Is documentation on file to reflect the librarian's participation in professional growth activities? ☑ Yes ☐ No
8.23	Are the hours the library is open adequate to accommodate the needs of all students? ☑ Yes ☐ No
8.24	Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning? ☑ Yes ☐ No
200	PROGRAM EVALUATION Academic Associate's Degree in Network Systems Administration
9.01	Academic Associate's Degree in Network Systems Administration Is licensure, certification or registration required to practice in the specific career field?
	☐ Yes ☐ No (Skip to question 9.02)
9.02	Who is assigned to administer the academic program(s), and what are this person's qualifications? Mr. Gabriel Cassar, dean, administers the Network Systems Administration program. As previously noted, Mr. Cassar holds an associate's degree in Computer Networking Technology, Microsoft Option; an associate's degree in Management; a bachelor's degree in Computer Science; and a master's degree in Business Administration, all from Baker College. He had served as a program chair at ITT-Dearborn, an instructor at ITT-Swartz Creek, and has experience in desktop support, network engineering, and help-desk coordination at computer and computer-related companies.
	His responsibilities include serving as the subject-matter expert on curriculum for faculty and students. He assists the campus director with related program issues and serves as the current liaison to the director for communicating curriculum issues and/or recommendations. Mr. Cassar is qualified to administer this program.
9.03	Does this individual possess appropriate academic or experiential qualifications? ☑ Yes ☐ No
9.04	Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)? Yes \sum No
9.05	Are the time and resources devoted to the administration of the educational program(s) sufficient? ⊠ Yes □ No

9.06	Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed-the standards for the following areas:				
	(a) Student retention rate of 62%? ☐ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)				
	(b) Student placement rate of 58%?				
	Yes No Not Applicable (Additional Location Inclusion only)				
9.07	List the community resources and describe how they are utilized to enrich the program(s). The Network Systems Administration program uses the following community resources for enrichment: guest speaker workshops; and "Demo Days," whereby students can receive hands-on experience in network administration with loc professionals. For example, on September 14, 2013, a Demo Day was held and attended by over 20 students. The event provide students with valuable experience on network configuration and security controls. The program also has a formal advisory boar comprised of a diverse group of network professionals who collaborate to support the students, campus, and communit Meeting minutes and event documentation evidence activities that provide a great benefit to the Network System Administration program and, most importantly, enhance the learning experience of the students.				
9.08	Is the utilization of community resources sufficient to enrich the program? ⊠ Yes □ No				
9.09	Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both? ☐ Yes ☐ No				
9.10	Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives? ☑ Yes ☐ No				
9.11	For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives course requirements, and evaluation criteria? Yes No Not Applicable (these elements are not part of the program or no student is at the point of needing them)				
9.12	Does the program use independent studies? ☐ Yes ☐ No (Skip to question 9.14)				
9.14	Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program? ☑ Yes ☐ No				
9.15	Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed? Yes No				
9.16	Is an appropriately detailed syllabus on file for each course that includes: (a) Title and course descriptions ☐ Yes ☐ No (b) Course numbers ☐ Yes ☐ No (c) Course prerequisites and/or corequisites ☐ Yes ☐ No (d) Instructional contact hours/credits				
	⊠ Yes □ No				
	(e) Learning objectives				

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	(f) Instructional materials and references
	(g) Topical outline of the course ⊠ Yes □ No
	(h) Instructional methods
	The Country of the Co
	⊠ Yes □ No
	(i) Assessment criteria
	⊠ Yes □ No
	(j) Method of evaluating students
	⊠ Yes □ No
	(k) Date the syllabus was last reviewed
	⊠ Yes □ No
	For Title IV participant campuses that have <u>lecture</u> courses in <u>credit hour programs</u> or <u>clock-to-credit hour programs</u> only: (l) Out-of-class work assignments that support the learning objectives for the course
	☐ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)
	(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments ☐ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)
9.17	Do students confirm that they receive a course syllabus and that it is followed? ☐ Yes ☐ No
9.18	Are the courses available when needed by the student in the normal pursuit of a program of study? Yes No
9.19	Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
	Yes No Not Applicable (there have been no graduates)
9.20	Was documentation on file to verify graduates classified on the CAR as "not available for placement"? ☐ Yes ☐ No ☐ Not Applicable
	☐ 1es ☐ Not Applicable
9.24	Are the following appropriate to adequately support the number and nature of the program? (a) Facilities.
	Yes No
	(b) Instructional equipment. ☐ Yes ☐ No
	(c) Resources.
	∑ Yes
	(d) Personnel. No N
	⊠ res □ no
9.25	Are the following elements appropriately incorporated into the instructional components of the program?
3.000	(a) Systematic planning.
	Yes No
	(b) Well-defined instructional objectives.
	Yes No
	(c) The selection and use of appropriate and current learning materials.
	Yes No
	(d) Appropriate modes of instructional delivery.
	⊠ Yes □ No
	(e) The use of appropriate assessment strategies.
	⊠ Yes □No
	(f) The use of appropriate experiences.
	⊠ Yes □ No

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9.27		alty members' qualifications meet the minimum requirements outlined in the Accreditation Cons academically and experientially appropriate to the subject matter they teach and the le	
	⊠ Yes	□No	
9.28	Is the size o ☑ Yes	of the faculty appropriate to the total student enrollment?	
9.29	program?	ate core of full- and part-time faculty employed to ensure sound direction and continuity of	development for the
	⊠ Yes	□No	
9.30	Are teaching Yes	g loads reasonable?	
9.38		ber of hours required to complete the program at least 60 semester hours, 90 quarter hours a period of four semesters, six quarters, or the equivalent?	, or their equivalent,
9.39	Is there a mi	inimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area on No	of concentration?
9.40	Does the cu same degree Yes	urriculum quantitatively and qualitatively approximate the standards at other collegiate ins e?	titutions offering the
9.41	Is enrollmer ⊠ Yes	nt in the second academic year of the two-year program sufficient to support regularly schedu No Not Applicable (no students in the second year)	led classes?
9.42	Are the seco	ond-year courses based upon appropriate first-year prerequisites? No Not applicable	
The s		TENTS: ulty interviews provided a good reflection of the campus and its leadership. Everyone is pleased taff and administration. In addition, the organizational climate provides a professional and court	
9.	PROGR	AM EVALUATION	
	Academic Associate's Degree in Drafting and Design Technology (DDT)		
	Academic A	Associate's Degree in Electrical Engineering Technology (EET)	
	Academic A	Associate's Degree in Industrial Engineering Technology (IET)	
9.01	Is licensure, cer	rtification or registration required to practice in the specific career field?	
2.01	Yes	No (Skip to question 9.02)	
9.02	Mr. Moham a bachelor's equated to p	gned to administer the academic program(s), and what are this person's qualifications? and Kheirallah, chair of the school of electronics technology, oversees the technology programs. degree in Electrical Engineering - Power Engineering from Damascus University in Syria, whi programs offered at American institutions by World Education Services on July 26, 2010. M gree in Electrical and Computer Engineering from Lawrence Technology University and is e	ch was evaluated and r. Kheirallah holds a

doctorate in Mechanical Engineering at Lawrence Technology.

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Mr. Kherirallah is supported by the following two subject-matter experts (SMEs) in his oversight of the programs: 1) Mr. Sylvanus Monyem, SMS for the Industrial Engineering program, who holds an associate's degree in Computer-Aided Manufacturing Technology, a bachelor's degree in Manufacturing Engineering Technology from New Jersey Institute of

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	Technology, and a master's degree in Management from the University of Maryland in Adelphi, Maryland; and 2) Ms. Tabitha Estell, SME for the Drafting and Design Technology program, who holds a bachelor's degree in Architecture from Lawrence Technology University.			
9.03	Does this individual possess appropriate academic or experiential qualifications? ☑ Yes ☐ No			
9.04	Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)? ☑ Yes ☐ No			
9.05	Are the time and resources devoted to the administration of the educational program(s) sufficient? No No			
9.06	Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed-the standards for the following areas: (a) Student retention rate of 62%? Yes No Not Applicable (Additional Location Inclusion only) (b) Student placement rate of 58%? Yes No Not Applicable (Additional Location Inclusion only)			
9.07	List the community resources and describe how they are utilized to enrich the program(s). The DDT, IET, and EET programs utilize a program advisory committee (PAC), field trips, and guest speakers to gain insight from professionals doing business in these fields and to ensure the students are learning the necessary skills to compete for jobs in these fields, specifically, in the Detroit, Michigan, metropolitan area. Documentation in faculty files confirmed that such events are taking place.			
9.08	Is the utilization of community resources sufficient to enrich the program? ☑ Yes ☐ No			
9.09	Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both? \boxtimes Yes \square No			
9.10	Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives? ☑ Yes ☐ No			
9.11	For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria? Yes No Not Applicable (these elements are not part of the program or no student is at the point of needing them)			
9.12	Does the program use independent studies? ☐ Yes No (Skip to question 9.14)			
9.14	Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program? Yes No			
9.15	Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed? Yes \sum No			

9.16	Is an appropriately detailed syllabus on file for each course that includes:
	(a) Title and course descriptions
	⊠ Yes □ No
	(b) Course numbers
	⊠ Yes □ No
	(c) Course prerequisites and/or corequisites
	⊠ Yes □ No
	(d) Instructional contact hours/credits
	Yes No
	(e) Learning objectives
	Yes No
	(f) Instructional materials and references
	Yes No
	(g) Topical outline of the course
	⊠ Yes □ No
	(h) Instructional methods
	⊠ Yes □ No
	(i) Assessment criteria
	⊠ Yes □ No
	(j) Method of evaluating students
	⊠ Yes □ No
	(k) Date the syllabus was last reviewed
	⊠ Yes □ No
	For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
	(1) Out-of-class work assignments that support the learning objectives for the course
	Yes No Not Applicable (Additional Location Inclusion)
	(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
	Yes No Not Applicable (Additional Location Inclusion)
9.17	Do students confirm that they receive a course syllabus and that it is followed?
23.50	⊠ Yes □ No
9.18	Are the courses available when needed by the student in the normal pursuit of a program of study?
44.60	Yes □ No
	2
9.19	Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last
9.19	Campus Accountability Report submitted to the Council?
	Yes No Not Applicable (there have been no graduates)
	☐ Yes ☐ Not Applicable (mere have been no graduates)
0.20	West designated as a Class of Complete state of the CAR as the CAR
9.20	Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
	☐ Yes ☐ No ☐ Not Applicable
0.04	
9.24	Are the following appropriate to adequately support the number and nature of the program?
	(a) Facilities.
	⊠ Yes □ No
	(b) Instructional equipment.
	⊠ Yes □ No
	(c) Resources.
	⊠ Yes □ No
	(d) Personnel.
	⊠ Yes □ No
J. A.	
9.25	Are the following elements appropriately incorporated into the instructional components of the program?
	(a) Systematic planning.
	⊠ Yes □ No

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			onal objectives.				
	Yes	∐ No	of appropriate and cur	ment learning metanica	Ja		
	Yes	□ No	or appropriate and cur	rrent learning materia	us.		
			instructional delivery	7:			
	⊠ Yes	□ No	maraenonar nen very				
		of appropriate	e assessment strategies	Ś.			
	⊠ Yes	□No					
			e experiences.				
	⊠ Yes	□ No					
9.27							Criteria, and are their evel of the credential
	⊠ Yes	□ No					
9.28	Is the size of	the faculty a	ppropriate to the total	l student enrollment?			
	⊠ Yes	□ No		And when the Carolina and a second			
9.29	Is an adequa program?	te core of ful	Il- and part-time facul	ilty employed to ensu	are sound direction	and continuity of	f development for the
	⊠ Yes	□ No					
9.30	Are teaching	loads reasona	able?				
	⊠ Yes	□ No					
9.38						, 90 quarter hours	s, or their equivalent,
	Yes	No	ur semesters, six quar	rters, or the equivaler	at?		
9.39	Is there a min	nimum of 30 :	semester hours, 45 qu	uarter hours, or their	equivalent in cours	es within the area	of concentration?
9.40	Does the cur same degree'		ntitatively and qualita	atively approximate	the standards at o	ther collegiate ins	stitutions offering the
	⊠ Yes	□ No					
9.41	Is enrollmen	t in the secon	d academic year of the	ne two-year program	sufficient to suppor	rt regularly schedu	iled classes?
	⊠ Yes	□ No	☐ Not Applical	able (no students in th	ne second year)		
9.42			ses based upon approp		equisites?		
	⊠ Yes	□ No	☐ Not applicab	ble			
GENE	ERAL COMM	ENTS:					

The programs are well-conceived, directed, and taught,

COMMENDATIONS:

This is a well-run campus with competent and caring faculty, administration, and staff--all dedicated to the single goal of student success. Students interviewed were pleased by the education received and felt they were acquiring the necessary skills to be competitive in the global marketplace.

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SUMMARY

The campus is not in compliance with the Accreditation Criteria in the following area:

Number	Citation	Summary Statement
1.	3-1-111	The Campus Effectiveness Plan does not adequately document student learning outcomes (p. 3).



NEW GRANT VISIT REPORT

Westwood College, Annandale Campus 7619 Little River Turnpike, Suite 500 Annandale, VA 22003 ACICS ID Code: 00027058

Dr. Mary Kay Svedberg, Campus President ((b)(6) @westwood.edu)

MAIN CAMPUS Westwood College-South Bay Torrance, CA 90502 ACICS ID Code: 00027056

September 9-10, 2013

Dr. Richard Murphree	Chair	Consultant Effectual Business Servicse	Eagle, ID
Ms. Betty Herard	Student-Relations Specialist	Global Learning Strategies	Birmingham, AL
Dr. Thomas Duff	Educational Activities and Library	University of Minnesota, Duluth	Duluth, MN
Mr. Steve Johnson	Business Administration Specialist	Team member's institution	Memphis, TN
Mr. George Cormier Jr.	Construction Management Specialist	ITT Technical Institute	Las Vegas, NV
Mr. Terry Campbell	Criminal Justice Specialist	Kaplan University	Okeechobee, FL
Dr. Eva Skuka	Medical Assistant/Office Management Specialist	Berkley College	Wayne, NJ
Mr. Barry Phillips	Graphic Design Specialist	Art Director -PBS, NBC	Burelson, TX
Mr. Fredrick Hampton	Interior Design/Computer-Aided Design Specialist	Design Collaborative	Tampa, FL
Mr. Charles Saunders	Information Technology Specialist	Virginia College	Owens Cross Roads, AL
Ms. Karly Zeigler	Staff Representative	ACICS	Washington, DC

750 First Street, NE, Suite 980 • Washington, DC. 20002-4223 • t - 202.336.6780 • f - 202.842.2593 • www.acics.org

ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS

PROGRAMS OFFERED BY WESTWOOD COLLEGE

ANNANDALE, VA

					Enroll: Full-	CAR Retention & Placement			
action of sales	New York	VACUUS I	Clock Hrs.	1 -	time/	2012		2011	
CREDENTIAL EARNED	ACICS CREDENTIAL	APPROVED PROGRAM TITLE		Credit Hrs.	Part- time	Ret.	Pla.	Ret.	Pla.
Diploma	Diploma	Medical Assisting	955	69.5	.37/1	88.89%	N/A	N/A	N/A
Associate of Science	Academic Associate's degree	Computer Aided Design: Architectural Drafting	1205	90	12/5	80%	100%	N/A	N/A
Associate of Science	Academic Associate's degree	Business Administration	910	90	22/12	91.67%	N/A0	68.80%	100%
Associate of Science	Academic Associate's degree	Criminal Justice	905	90	17/5	100%	N/A	N/A	N/A
Associate of Science	Academic* Associate's degree	Medical Assisting *	1180	92	12/8	N/A	N/A	N/A	N/A
Associate of Science	Academic Associate's degree	Construction Management	965	90	13/7	100%	N/A	N/A	N/A
Associate of Science	Academic Associate's degree	Graphic Design	1205	90	15/4	68.09%	100%	79,20%	100%
Associate of Science	Academic Associate's degree	Information Technology	1225	90	12/31	77.42%	N/A	50%	N/A
Associate of Science	Academic Associate's degree	Medical Office Management	945	90	6/3	100%	N/A	N/A	N/A
Bachelor of Science	Bachelor's degree	Business Administration: Major Accounting and Financial Management	1820	180	3/6	66.67%	N/A	57.10%	N/A
Bachelor of Science	Bachelor's degree	Business Administration: Major in Healthcare Management **	1820	180	2/1	58.62%	N/A	44.40%	100%
Bachelor of Science	Bachelor's degree	Business Administration: Major in Human Resources Management	1820	180	1/1	100%	N/A	N/A	N/A
Bachelor of Science	Bachelor's degree	Business Administration: Major in Management	1820	180	10/5	58.49%	100%	53.30%	N/A
Bachelor of Science	Bachelor's degree	Graphic Design: Animation	2330	180	6/4	81.48%	66.67%	79.50%	100%
Bachelor of Science	Bachelor's degree	Information and Network Technologies: Computer Forensies	2305	180	2/0	100%	N/A	75%	N/A
Bachelor of Science	Bachelor's degree	Information and Network Technologies: Network Management	2350	180	14/6	70.21%	100%	65.10%	N/A
Bachelor of Science	Bachelor's degree	Information Technology: Systems Security	2350	180	12/3	70%	33.33%	55.90%	100%
Bachelor of Science	Bachelor's degree	Criminal Justice: Major in Administration	1820	180	32/1	72.73%	90%	68.60%	84.60%
Bachelor of Science	Bachelor's degree	Criminal Justice: Major in Investigations	1820	180	7/1	68.97%	80%	56.10%	100%
Bachelor of Science	Bachelor's degree	Construction Management	1945	180	12/7	72.14%	100%	73.80%	90.90%
Bachelor of Science	Bachelor's degree	Interior Design	2330	180	8/1	77.50%	62,50%	72.70%	80%

TOTAL ENROLLMENT

378

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- *Program reviewed for the first time
- **Not accepting new students
- *** Typed in bold are any retention rate below 62% or placement rate below 58%

INTRODUCTION

In March 2006, the Westwood College Annandale opened its doors for the inaugural term. The campus is nestled in the beltway of our nation's capital, located at 7619 Little River Turnpike, Suite 500, in Annandale, Virginia. Initially, the college was accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC) and its programs were approved by the State Council of Higher Education for Virginia (SCHEV). In December 2010, the college received initial accreditation from the Accrediting Council for Independent Colleges and Schools (ACICS).

Due to rapid student population growth, it was apparent that the college needed additional space for classrooms and labs. In August 2010, the college added 9,815 additional square feet in an adjoining building located at 7611 Little River Turnpike, 6th Floor, Annandale, Virginia. The Hon. John Roll courtroom has shared occupancy in the additional space since February 2011.

A consortium agreement is signed with Westwood College Online to offer campus students the opportunity to take courses through online delivery, providing more flexibility in class options for students enrolled in residential campus programs.

As of July 1, 2013, the student population is 386.

1. MISSION

1.01	Give the page number in the campus catalog on which the mission statement can be found. The mission statement can be found on page eight of the 2013 course catalog dated May 2013.
1.02	Does the campus have an appropriate mission statement with a set of supporting objectives? ☐ Yes ☐ No
1.03	Are the objectives devoted substantially to career-related education? ☑ Yes ☐ No
1.04	Are the objectives reasonable for the following? (a) The programs of instruction Yes No (b) The modes of delivery. Yes No (c) The facilities of the campus. Yes No
1.05	Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public? Yes No
1.06	Is the campus committed to successful implementation of its mission? Yes No
CAM	PUS EFFECTIVENESS
1.07	Does the campus have a current Campus Effectiveness Plan (CEP)? ☑ Yes ☐ No
1.08	If the campus is an additional location, does the additional location have its own CEP, separate from the main campus IEP?

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X Yes ☐ No ☐ Not Applicable 1.09 Does the CEP describe the following? (a) The characteristics of the programs offered. X Yes No (b) The characteristics of the student population. (c) The types of data that will be used for assessment. No (d) Specific goals to improve the educational processes. X Yes No (e) Expected outcomes of the plans. X Yes 1.10 Are the following five required elements evaluated in the CEP? (a) Student retention. **⊠**Yes ☐ No (b) Student placement. Not Applicable (new additional location only) X Yes No (c) Level of graduate satisfaction. Yes ⊠ No Not Applicable (new additional location only) (d) Level of employer satisfaction. XY es No Not Applicable (new additional location only) (e) Student learning outcomes. X Yes No (Section 3-1-111): Follow-up studies on graduate satisfaction are not being completed in compliance with Criteria. The team verified the campus conducts "graduate" surveys only once, and these surveys are conducted during a student's last term, prior to graduation. While on-site, the campus created a new policy that states they will be sending out graduate surveys 150 days following a student's graduation. In addition, their corporate headquarters stated they will implement the new surveys. 1.11 Define the student learning outcomes used by the campus and how these outcomes are being assessed. The campus assesses student-learning outcomes through an analysis of certification exams, cumulative G.P.A., and grade distribution. These assessments are linked together to form a comprehensive evaluation of student learning. Student learning outcomes are assessed by comparing baseline data with current rates in each of the areas mentioned above. 1.12 Are the following identified and described in the CEP? (a) The baseline data for each outcome. ☐ Not Applicable X Yes ☐ No (b) The data used by the campus to assess each outcome. X Yes No Not Applicable (c) How the data was collected. X Yes No Not Applicable (d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes. X Yes No Not Applicable 1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes? X Yes Not Applicable (new additional location or initial applicant only) 1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals? X Yes No Not Applicable (new additional location only)

1.15	Describe the specific activities that the campus will undertake to meet these goals. To meet its 2013 retention goal of 72%, new tools such as a ground tracking matrix and weekly reports on at risk students have been added to assist in tracking student progress more closely and intervening earlier when issues with attendance or grades arise.
	To meet its 2013 placement goal of 72%, the campus is increasing activities with employers including bringing employers on the campus as guest speakers, the Campus to Community (C2C) initiative, and providing employer-led interview workshops.
1.16	Does the campus have documentation to show the following? (a) That the CEP has been implemented. ☐ Yes ☐ No (b) That specific activities listed in the plan have been completed. ☐ Yes ☐ No
	(c) That periodic progress reports have been completed. ☐ Yes ☐ No
1.17	Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee. The campus effectiveness committee consists of the following members: campus president, academic dean, director of operations, librarian, and the registrar. The CEP committee meets quarterly to review and monitor the improvement processes and, on an annual basis, discusses major revisions or updates and the implementation of these actions.
1.18	Does the campus have documentation to show that the CEP is evaluated at least annually? Yes No Not Applicable (new additional location or initial applicant only)
2.	ORGANIZATION
2,01	Is the following information regarding the campus appropriately stated in the catalog? (a) Governance, control, and corporate organization. ☐ Yes ☐ No (b) Names of the trustees, directors, and/or officers. ☐ Yes ☐ No (c) Names of the administrators. ☐ Yes ☐ No
2,02	Does the campus: (a) Adequately train its employees? ☐ Yes ☐ No (b) Provide them with constant and proper supervision? ☐ Yes ☐ No (c) Evaluate their work? ☐ Yes ☐ No
2.03	Is the administration of the campus efficient and effective? ☑ Yes ☐ No
2.04	Does the campus maintain written documentation to show that faculty and staff members: (a) Clearly understand their duties and responsibilities? ☐ Yes ☐ No (b) Know the person to whom they report? ☐ Yes ☐ No (c) Understand the standards by which the success of their work is measured? ☐ Yes ☐ No
2.05	Does the administration maintain documentation of the avaluation of the faculty and staff?

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Yes No No If No, insert the section number in parentheses and explain: (Section 3-1-202(b)): There is no evidence that the administration maintains appropriate evaluation of all faculty. The following faculty do not have classroom observations or evaluations on file that have been completed within the past year: Mr. Faheem Kahn; Mr. John-Sim Park; Mr. James Rogers; and Ms. Ebony Scurry. Has the campus adopted a policy on academic freedom that has been communicated to the faculty? 2.06 X Yes 2.07 Does the campus have an appropriate grievance policy for faculty and staff? X Yes No 2.08 Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS? X Yes No Not Applicable (initial applicants only) Who is responsible for the financial oversight of the campus, and what are this person's qualifications? 2.09 Dr. Mary Kay Svedberg, campus president, is responsible for financial oversight of the campus. Dr. Svedberg has a bachelor's degree in Family and Child Development, a master's degree in Education from the College of William and Mary, and a doctoral degree in Human Development from Virginia Tech. She has been with the campus since 2009, initially as the academic dean and then the vice president before becoming the president in 2010. 3. ADMINISTRATION 3.01 Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study? No X Yes 3.02 Are all staff well trained to carry out administrative functions? X Yes 3.03 Who is the on-site administrator, and what are this person's qualifications? Dr. Svedberg, campus president, is the on-site administrator. As previously mentioned, Dr. Svedberg has a bachelor's degree in Family and Child Development, a master's degree in Education from the College of William and Mary, and a doctoral degree in Human Development from Virginia Tech. She has been with the campus since 2009, initially as the academic dean and then the vice president before becoming the president in 2010. Does the campus list degrees of staff members in the catalog? 3.04 X Yes No If Yes, is appropriate evidence of the degrees on file? X Yes No 3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations? (a) Financial aid activities. X Yes No Not Applicable (campus does not participate in financial aid) (b) Admissions. X Yes No (c) Curriculum. X Yes No (d) Accreditation and licensure. X Yes No (e) Guidance. X Yes No

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	VO Testerational assessment	
	(f) Instructional resources	
	[175] [18] [18] [18] [18] [18] [18] [18] [18	1
	(g) Supplies and equipmer	n.
	(h) The school plant.	
	Yes No	
	(i) Faculty and staff.	
	(j) Student activities.	
	∑ Yes □ No	
	(k) Student personnel.	
	⊠ Yes □ No	
3.06	Does the campus admit ab	ility-to-benefit students?
	Yes No (Ski	p to Question 3.11.)
3.11	Do student files contain evi	idence of graduation from high school or the equivalent?
2.11	Yes No	dence of graduation from fight school of the equivalent:
3.12		maintained for all students?
	⊠ Yes □ No	
3.13	Is the grading system full-	y explained on the transcript, and is it consistent with the grading system that appears in the campus
	catalog?	
	⊠ Yes □ No	
3.14		ed from theft, fire, water damage, or other possible loss?
	⊠ Yes □ No	
3.15	Does the campus maintain	transcripts for all students indefinitely?
	⊠ Yes □ No	and office are an action control of the same of the sa
3.16	Does the campus maintain	admissions data and other records for at least five years from the last date of attendance for all students?
3.10	Yes No	admissions data and other records for at least rive years from the last date of attendance for an students.
4. 1	RELATIONS WI	TH STUDENTS
4,01		re reviewed during the evaluation?
		es including files of active students, students who had withdrawn, students on finanical aid warning,
	students receiving transfer	of credit, and 2012 CAR reported graduates.
4.02	Does the campus ensure the	at its student relations reflect high ethical standards?
1.02	Yes No	a no student relations reflect high ethical standards.
4.03	Does the campus have appr	ropriate admissions criteria?
	⊠ Yes □ No	
4.04	Does the campus contract s	with third parties for admissions and recruiting purposes?
7.07	Yes No	vita data parties for admissions and recruiting purposes.
1953		
4.05		ent that admissions criteria are applied consistently to all students admitted under the same version of the
		that students admitted into specific programs for the same start date are admitted under the same
	admissions criteria)? ⊠ Yes □ No	
	⊠ Yes □ No	
4.06	Does the admissions policy	conform to the campus's mission?

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X Yes No 4.07 Is the admissions policy publicly stated? X Yes No 4.08 Is the admissions policy administered as written? X Yes No 4.09 Does the campus use an enrollment agreement for each enrolled student that: (a) Clearly outlines the financial obligations of both the institution and the student? X Yes (b) Outlines all program related tuition and fees? X Yes No (c) Has a signature of the student and the appropriate school representative? X Yes Is there evidence that a copy of the agreement has been provided to the student? X Yes 4.10 Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications? Mr. Kimball Cochran, regional director of admissions since August 2011, is responsible for the oversight of student recruitment at the campus. He holds a bachelor's degree in Business Operations from DeVry University and a master's degree in Project Management with a concentration in Human Resources from Keller Graduate School. Previously, he was employed as regional director of admissions and student services at DeVry University from November 1999 to November 2002. 4.11 How is the team able to verify that the recruiting process for new students is ethical and compatible with the educational objectives for the campus? The team was able to verify that the recruiting process for new studens is ethical and compatible with the educational objectives for the campus by interviewing admission representatives, students, and the director of admissions. The team interviewed Mr. Slade Jones, senior assistant director of admissions and representative trainer. Mr. Slade provided a step-by-step description of the recruitment process including scripts, web-based presentations, and a video wrap-up presentation shown to prospective students. Representatives interview students and have students state why they are interested in their selected program and Westwood College. The student then meets with the director to verify whether Westwood College is a good match for them. Are these recruiting practices ethical and compatible with the educational objectives of the campus? X Yes No 4.12 Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following? (a) Courses and programs. X Yes No (b) Services. X Yes No (c) Tuition. X Yes No (d) Terms. X Yes No (e) Operating policies. X Yes No 4.13 Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity? X Yes No If Yes, is the name of the campus clearly identified, and is there evidence that the reason for usage of the name has been communicated to the student?

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	⊠ Yes	□ No
4.14	Does the stat	e in which the campus operates require representatives to be licensed or registered? No
4.15	Are the titles Yes	of recruitment and enrollment personnel appropriate? No
4.16		ne other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, d disbursement? No Not Applicable (campus does not participate in financial aid)
4.17	Are all recru ☐ Yes	iters supervised by the campus to ensure that their activities are in compliance with all applicable standards? No
4.18	Does the can ☑ Yes	npus have written policies and procedures for evaluating and accepting transfer of credit?
4.19	Is there evide ⊠ Yes	ence that the campus properly awards transfer of credit? No Not Applicable
4.20	Does the can	npus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?
4.21	Has the camp	pus established articulation agreements with other institutions? No(Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs)
4.24	⊠ Yes	rds of satisfactory academic progress policy published in the catalog? No
		he page number(s) where the standards of satisfactory academic progress policy is published? Is of satisfactory academic progress (SAP) policy is published on pages 70-72 in the May 2013 course catalog.
4.25	 (a) A defin length. 	ndards of satisfactory academic progress (SAP) policy published in the catalog contain the following? ition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program. No lule that designates the minimum percentage of work that a student must successfully complete at the end of each on increment to complete the program within the maximum time frame.
		res for re-establishing satisfactory academic progress.
	(d) A defini Withdra Yes Incompl Yes Repeate Yes Non-put Yes Non-cre Yes	ition of the effects of the following on the CGPA and successful course-completion percentage: wals. No lete grades.

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	A probationary period. ☐ Yes ☐ No An appeal process. ☐ Yes ☐ No An extended-enrollment status. ☐ Yes ☐ No ☐ Not Applicable (campus does not offer) The effect when a student changes programs. ☐ Yes ☐ No ☐ Not Applicable (campus only offers one program of study The effect when a student seeks to earn an additional credential. ☐ Yes ☐ No ☐ Not Applicable (campus only offers one credential) The implications of transfer credit. ☐ Yes ☐ No
4.26	Does the campus apply its SAP standards consistently to all students?
	If No, insert the section number in parentheses, list student names, and explain: (Section 3-1-420 and Appendix D): The campus does not apply its SAP standards consistently to all students as required by the Accreditation Criteria; specifically (b)(6) s follows:
4.27	Are students who are not making satisfactory academic progress properly notified? ☐ Yes ☐ Not Applicable (no students are in violation of SAP)
	If No, insert the section number in parentheses, list student names, and explain: (Section 3-1-420 and Appendix D): Students who are not making SAP are not properly notified. As stated in response to Item 4.26 above, at the end of (b)(6) first term at the campus, he received all F's for the three (3) courses he was enrolled in and earned a 0.00 term GPA and 0.00 CGPA; yet his transcript posts a GPA of 1.96 and 81 credits earned for the stated term beginning August 2010, and there is no SAP documentation or evidence of notification to the student for this inconsistency. Furthermore, (b)(6) was either released or withdrew at the end of the August 2010 term, and he was allowed to re-entry in the January 2011 term without any documentation of SAP/probationary conditions or evidence of notification to the student,
4.28	Is SAP evaluated at the end of each academic year or at 50% of the normal program length if the program is one academic year in length or shorter? ☑ Yes ☐ No
4.29	Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or it's equivalent?

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	⊠ Yes	☐ No	☐ Not Applicable (all programs are one year or less)
4.30	Are student Yes	s who are not m	aking satisfactory academic progress at the end of the second year dismissed? Not Applicable (all programs are less than two years)
	(Section 3- year are no an earned C the team ve	1-420 and App t dismissed. As GPA and CGPA	nber in parentheses, list student names, and explain: pendix D): Students who are not achieving satisfactory academic progress at the end of the second stated in response to Items 4.26 and 4.27 above, at the end of the August 2010 term, (b)(6) had of 0.00, and was either released of withdrew at that time. He re-entered in the January 2011 term and a .77 GPA for the term beginning 3/20/13; however, he has maintained enrollment, and is currently visit.
4.31	Are qualitat ⊠ Yes	tive and quantita	tive components evaluated cumulatively for all periods of a student's enrollment?
4.32	Are student	s allowed to ren	nain on financial aid while under warning status? Not Applicable (campus does not participate in financial aid)
	If Yes, is the ⊠ Yes	e student inform No	ed of this policy?
4.33			s are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated g satisfactory academic progress?
4.34	Are student circumstant Yes financial aid	ces?	d in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating Not Applicable (campus does not have extended enrollment and/or does not participate in
4.35	Do credits a ⊠ Yes	nttempted during	g the extended-enrollment status count toward the 1.5 times of normal program length? Not Applicable (campus does not have extended enrollment)
4.36			reeded one and one-half times the standard time frame and were awarded the original credential, were ligations waived? Not Applicable (there is no such student)
4.37	Are student ⊠ Yes	s required to hav	ve a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?
4.38	Ms. Borge: Westwood	s, registrar, is in College in Dece	administration of satisfactory academic progress, and what are this person's qualifications? responsible for the administration of SAP; she has held this position since July 2013. She joined ember 2011 and had served as student support representative and assistant registrar prior to her current pachelor's degree in Administration of Justice and European History from the University of Hawaii.
4,39	Does the ca	mpus encourage	e and assist students who are experiencing difficulty in progressing satisfactorily in their programs?
4.40	(a)⊠ Scho (b)⊠ Gran (c)⊠ Loan	larships. ts. s.	ny of the following? (Mark all that apply.) t offer scholarships, grants, and/or loans. (Skip to Question 4.42.)
	If Yes for an ⊠ Yes	ny item, does the	e campus properly identify all scholarship, grant, and loan programs?

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4.41	Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship and gran programs in its catalog? ☑ Yes ☐ No
4.42	Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees? Yes No
4.43	Are tuition and fees clearly stated in the catalog? ☑ Yes ☐ No
	If Yes, have students confirmed receiving a copy of the catalog? ✓ Yes ☐ No ☐ Not Applicable
4.44	Do the financial records of students clearly show the following? (a) Charges. Yes No (b) Dates for the posting of tuition. Yes No (c) Fees. Yes No (d) Other charges. Yes No (e) Payments. Yes No (f) Dates of payment. Yes No (g) The balance after each transaction.
4.45	Is the effective date listed on announcements of changes in tuition and fees? ☐ Yes ☐ No ☐ Not Applicable (campus has not changed tuition or fees)
4.46	Is the campus' refund policy published in the catalog? ☑ Yes ☐ No
4.47	Is the refund policy fair, equitable, and applicable to all students? ☑ Yes ☐ No
4.48	Is the campus following its stated refund policy? ☑ Yes ☐ No
4.49	Does the campus participate in Title IV financial aid? ⊠ Yes □ No (Skip to question 4.57)
4,50	Who is responsible on-site for administering student financial aid, and what are this person's qualifications? Ms. Melissa Q. Blas, director of financial services, is responsible for administering student financial aid. Ms. Blas holds a certificate in Advanced Information Systems from Business Computer Training Institute, and is currently attending the University of Maryland where she is pursuing a bachelor's degree in Business Management. Prior to joining Westwood College Ms. Blas held the position of senior finance representative at Corinthian Colleges. The team verified Ms. Blas is a member of the Virginia Association of Student Financial Aid Administrators (VASFAA).
4.51	Is the person who determines the amount of student awards <i>not</i> also responsible for disbursing those awards? ☑ Yes ☐ No
4.52	Are final student financial aid award determinations made by administrative individuals who are not responsible for recruitment?

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X Yes No 4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field? X Yes No 4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual). Ms. Blas, director of student financial services, and her staff stay current with regulation and policy changes through their membership in VASFAA and by attending VASFAA conferences and industry events, the central administration's "Center Update Calls" and financial aid staff training, and reviewing U.S. Department of Education "Dear Colleague Letters." 4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities? X Yes 4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios? X Yes 4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule? No (Skip to question 4.58.) 4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc. The student support department provides tutoring services that are managed by Ms. Amy Buras, the campus librarian. The student support department conducts two student orientations and two open houses before the term start date. Academic counseling is provided by academic staff and the student support department. The student support center has identified the three greatest challenges Annandale campus students face are unstable homes, transportation, and employment. The campus works with students to help address these challenges by providing counseling and information packets on community resources for family and housing issues. The support center has a Metrocard program, which provides eligible students with transportation to and from campus, and refers students with employment issues to career services. 4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates? Not Applicable Yes X No If No, insert the section number in parentheses and explain: (Section 3-1-441(c)): Follow-up studies on graduate and employer satisfaction are not conducted at specific measuring points following the placement of campus graduates. The campus verified it conducts graduate surveys only once, and that these surveys are conducted during a student's last term, prior to graduation. During the visit, the campus created a new policy stating post-graduation surveys will be conducted 150 days following students' graduation. Additionally, their corporate headquarters were stated to have implemented the new surveys. 4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications? Ms. Chantney Stuckey, assistant director of career services, is responsible for counseling students on employment opportunities. Ms. Stuckey has a bachelor's degree in Applied Arts from Marymount University, and has held the assistant director position since February 2013. Prior to joining Westwood College, Ms. Stuckey worked for four years in student affairs at the Bethesda

Ms. Tanya Allen, director of campus operations since March 2009, is responsible for the oversight of financial services, career services, employment opportunities and student counseling as it relates to careers and employment. Ms. Allen is responsible for the leadership and oversight of daily operations of all campus functions. Her direct reports include the assistant director of career

Enrichment Centers and Marymount University.

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	services, the director of student finance, the assistant director of student support, and IT. She is also the deputy title IX coordinator. Ms. Allen has a bachelor's degree in Business Administration, a graduate certificate in Accounting, and a master's of Business Administration from Strayer University.
4.61	Does the campus offer employment assistance to all students?
	Yes No Not Applicable (campus enrolls only international students on a student visa)
4.62	Does the campus use placement percentages or salary projections as part of its recruiting activities? ☑ Yes ☐ No
	Salary projections and placement percentages are discussed during their recruitment process.
	If <i>Yes.</i> does the campus maintain the required data on its graduates and non-graduates? ☑ Yes ☐ No
4.63	The beginning enrollment on the most current Campus Accountability Report (CAR) is 412. The ending enrollment reported on the previous year's CAR is 412.
4.64	Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council? ☑ Yes ☐ No ☐ Not Applicable
4.65	Are students who receive financial aid counseled concerning their student loan repayment obligations? Yes No Not Applicable (campus does not participate in financial aid)
4.66	Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations. Students are required to access studentloans.gov and complete surveys at least three times during their enrollement. First, at their advanced meeting held during their entrance counseling. Second, at the ready meeting following the completion of their finance package. Third, during their exit interview where they are provided with an exit packet containing information on loan repayment. The team reviewed an exit packet.
4.67	Describe the extracurricular activities of the campus (if applicable). Extracurricular activities include student clubs, such as the criminal justice, business management and music club; an active Alpha Beta Kappa honor society chapter; food drives; luncheons, snacks, ice cream socials, and holiday dinners; raffles; and welcome back week events, which are coordinated by the student support center.
	In addition, there is a campus olympic day consisting of Annadale vs Arlington sport activities, a barbeque, and awarding of trophies to winning teams; and a fall festival coordinated by the local Chamber of Commerce and student volunteers.
COM	MENDATIONS:
The te	am is impressed with Westwood College's "A Collection of 100 Success Stories" book that is in its third volume publication. The xpresses high commendations.
5. E	DUCATIONAL ACTIVITIES
FOR .	ALL PROGRAMS
5.01	Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?
	⊠ Yes □ No
5.02	Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications? Dr. Amanda Manners, academic dean, is assigned to oversee the educational activities of all programs at the campus. She holds a bachelor's degree in Mechanical Engineering from Michigan State University, a master's degree in Management from Rensselaer Polytechnic Institute, and a doctorate in Organizational Leadership from the University of Phoenix, Before becoming academic dean at the Annandale campus, Dr. Manners worked in higher education as the director of academic affairs for a University of

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	Phoenix campus, as dean at a Strayer University campus, and taught undergraduate and graduate Business Management courses. In addition, she has worked as a program management analyst for Ford Motor Company and for the defense and aerospace industries.
5.03	Does this person have appropriate academic or experiential qualifications? ⊠ Yes □ No
5.04	Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs. Each of the program administrators has a job description that clearly identifies their authority and responsibility for development and administration of their programs. Program chairs have the opportunity to provide input and discuss areas related to their authority and responsibility while participating in weekly education leader meetings with the campus president and academic dean, and individual bimonthly meetings with the academic dean.
5.05	Is the time devoted to the administration of the educational programs sufficient? ☐ Yes ☐ No
5.06	Is there a published policy on the responsibility and authority of faculty in academic governance? ☑ Yes ☐ No
5.07	Does the policy, at a minimum, address the role of the faculty in the following areas? (a) Development of the educational program. ☐ Yes ☐ No (b) Selection of course materials, instructional equipment and other educational resources. ☐ Yes ☐ No
	(c) Systematic evaluation and revision of the curriculum. ☐ Yes ☐ No (d) Assessment of student learning outcomes. ☐ Yes ☐ No (e) Planning for institutional effectiveness. ☐ Yes ☐ No
5.08	Is there evidence that this policy has been adopted and faculty members are aware of it? ☑ Yes ☐ No
5.09	Does the campus have any programs that require specialized programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved? Yes No (Skip to question 5.11)
FOR	NEW GRANTS ONLY
5.11	Was the team able to verify the backup documentation to support the placement rate for the program(s) that hold specialized accreditation as reported on the last Campus Accountability Report submitted to the Council? Yes No Not Applicable
5.13	Are the educational programs consistent with the campus' mission and the needs of its students? ⊠ Yes □ No
5.14	Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees? ☑ Yes ☐ No
5.15	What provisions are made for individual differences among students? Instructors use a variety of instructional delivery methods to meet the individual differences among the students. Students who are having academic performance issues are reported to the appropriate program chair and the assistant director of student support. These two individuals provide a range of interventions from tutoring by a faculty member to working with individual students predict help.

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Students are able to request transfer credit for previous academic work, credit for CLEP exams passed with satisfactory scores, and the opportunity be granted credit based on achieving a satisfactory score on proficiency exams that are available for specific courses.

	courses.
5.16	Describe the system in place to evaluate, revise, and make changes to the curriculum. Recommendations from students, staff, faculty, advisory committee members, or employers may initiate the process for curriculum change. The curriculum is continuously reviewed by the academic dean, program chairs, and faculty. Campus recommendations are forwarded to the corporate director of curriculum and curriculum review committee members who represent each program area. Curriculum revisions are made following approval by corporate administration. Faculty members confirmed their participation in the curriculum review process and indicated they felt their input was considered and valued.
5.17	Does the faculty participate in this process? ☐ Yes ☐ No
5.18	Is credit appropriately converted in relation to total student contact hours in each class? ☐ Yes ☐ No
	(Section 3-1-516(a)(i)): Credit is not appropriately converted in relation to total student contact hours. Specifically, there is no documentation to support the 10-hour lecture component of the MEDI299 Externship 6.5-credit course is scheduled appropriately. The academic credit analysis indicates MEDI299 consists of 165 hours of externship training at community externship sites that accounts for 5.5 of the total credits granted plus a 10-hour lecture component that accounts for the remaining 1 credit as stated on the course syllabus. However, the class schedule provided to the team during the visit has an externship class scheduled to meet Mondays 6:30 to 7:00 p.m. for the 9 weeks of the term for a total of 270 minutes. Based on interviews and classroom visits conducted on the first day of the visit, students who are currently in MEDI299 and are on externship stated they do not meet on campus for the externship class, there were no students in the room where the class was scheduled to meet at 6:30 p.m. on Monday, the first day of the visit; and there are no attendance records to document the class meets on campus for 10 lecture hours. The chair of the Medical Assisting program, the dean, and the campus president stated the instructor of the course meets with each student individually each week to fulfill this component. However, there was no documentation of the individual meetings. The team was provided with a list of assignments students are required to complete during the externship course; however, time spent on homework assignments does not fulfill the allocation of lecture credit hours.
5.19	If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres? Yes No Not Applicable (campus does not award such credit)
	If <i>Yes</i> , is there appropriate documentation of the assessments of knowledge, skills, or competencies required? ☑ Yes ☐ No
5.20	Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved? Yes No
5.21	Are the following appropriate to adequately support the number and nature of the general education courses? (If only nondegree programs are offered with no general education courses, skip to 5.22) (a) Facilities. Yes No (b) Instructional equipment. Yes No (c) Resources. Yes No (d) Personnel.

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X Yes No 5.22 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction? X Yes Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs? 5.23 X Yes 5.24 Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws? X Yes 5.25 Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors? X Yes No 5.26 Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States? X Yes No Not Applicable (no faculty members hold foreign credentials) 5.27 Is there documented evidence of a systematic program of in-service training at the campus? X Yes No If Yes, how is this documented? Campus administration maintains a three-ring binder containing documentation of in-service training activities completed and scheduled for Annandale campus faculty. Is there evidence that appropriate faculty development plans have been developed and implemented annually, including 5.28 documentation to support completed activities listed on the plans? No. Yes If No for missing documentation of implementation, insert the section number in parentheses, list faculty names, and explain: (Section 3-1-543): There is no documentation that supports completed professional growth activities as listed on several faculty development plans; specifically for: Mr. Bashir Kassim Ms.Kathy Nice Ms. Gillian Barnett Ms. Amy Sebes Mr. Brian Erskine Ms. Ebony Scurry Ms. Aissata Haidara Mr. Jong-Sim Park Mr. Lester Larose Mr. James Rogers Initially, there was a lack of documentation of professional growth activities for many faculty members. However, during the visit, campus administration was able to provide appropriate documentation of professional growth activities for all faculty members except those listed above. 5.29 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings? X Yes No

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5.30	educational proj	equate core of full- and/or part-time faculty to assure sound direction and continuity of development for the grams?
	⊠ Yes	□ No
5.31		on utilize contracts and/or agreements with other institutions or entities?
	⊠ Yes	□ No
		twood College campuses, this campus has a consortium agreement with the Westwood Online Division in Denver, agreement has been submitted to and approved by the Council.
	If Yes, do the co ⊠ Yes	ontracts and/or agreements comply with all requirements of the applicable criterion? No
FOR	ACADEMIC AS	SOCIATE'S, AND BACHELOR'S DEGREES ONLY
5.34	Accreditation C	
	⊠ Yes	□ No
		SOCIATE'S DEGREES ONLY
5.35	Does the progra	am include a minimum of 15 semester, 22.5 quarter hours, or their equivalent in general education courses?
5.36		s' general education courses meet Council standards in that the courses place emphasis on principles and theory not dications associated with a particular occupation?
5.37		e-half of all courses that are part of each associate's degree program taught by faculty members who have graduate sional degrees, or bachelor's degrees plus professional certification?
FOR	BACHELOR'S I	DEGREES ONLY
5.38		am include a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses?
5.39	Do the program ⊠ Yes	i's general education courses meet Council standards?
5,40		e-half of all lower-division subjects and all upper-division courses that are part of the bachelor's degree program ulty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional
	⊠ Yes	□ No

GENERAL COMMENTS:

Overall, educational operations at the Annandale campus are conducted in a comfortable environment that promotes and supports a positive atmosphere for learning and teaching. The faculty are well-qualified for their teaching assignments and are committed to their students. Students who were interviewed stated instructors have a very positive attitude and that they feel all of the instructors sincerely care about their personal and academic success.

6. EDUCATIONAL FACILITIES

6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).

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The campus is located at 7619 Little River Turnpike, Suite 500, in Annandale, Virginia and initially occupied 22,152 square feet. The facility provides a clean, well-lit, comfortable and environmentally safe atmosphere. Adequate space is provided for theory classrooms and laboratories, the library, student lounge, testing center, academic support center, graphic design room, resource room and administrative offices. Ample parking is available for students, staff and visitors. Special accommodations provide access for all students, and the facility is in compliance with federal, state and local ordinances and regulations, including those relating to safety and health.

In August 2010, the campus acquired 9,815 square feet to accommodate its increased enrollment. This space is adjacent to the original building and approximately 200 feet from the main doors of the campus. The additional space contains a mock courtroom, medical classrooms, and an interior design classroom.

6.02	Does the campus utilize any additional space locations? ☑ Yes ☐ No		
	If Yes, list the name and address of each location.		
	In August 2010, the college acquired an additional 9,815 square feet of space located on the 6th floor of an adjoining building at 7611 Little River Turnpike, Annandale, Virginia.		
6.03	Does the campus utilize campus additions? ☐ Yes		
6.04	Are all facilities (including additional space and campus additions) appropriate for the size of the student population and the programs offered? ☑ Yes ☐ No		
6.05	Are the following appropriate to support the student population and the programs offered at all locations (including additional space and campus additions)? (a) Equipment Yes		
6.06	Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations? ☐ Yes ☐ No ☐ Not Applicable		
7. 1	PUBLICATIONS		
7.01	What catalog was used during the evaluation (please include the year, number, and volume if appropriate)? The catalog reviewed during the visit was the Westwood College 2013 Academic Catalog, volume 4 - No. 2, revised in May 2013.		
7.02	Does the self-study or additional location application part II accurately portray the campus? ☑ Yes ☐ No		
7.03	Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students? ☐ Yes ☐ No		
7.04	Does the catalog contain the following items? (a) A table of contents and/or an index. ☐ Yes ☐ No (b) An indication of the year or years for which the catalog is effective on the front page or cover page. ☐ Yes ☐ No (c) The names and titles of the administrators.		

7.05

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 (d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation. ✓ Yes
(e) A statement of accreditation ☐ Yes ☐ No ☐ Not Applicable (initial applicant)
<u> </u>
Yes No
(g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the
area of teaching specialization.
⊠ Yes □ No
(h) An academic calendar.
⊠ Yes □ No
(i) A full disclosure of the admission requirements.
⊠ Yes □ No
(j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of
all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or
clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed
to work in the field; and any additional requirements that must be met to complete the curriculum.
⊠ Yes □ No
(k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise
description of the course contents, and any necessary prerequisites.
Yes No
(1) An explanation of the grading system that is consistent with the one that appears on the student transcript.
⊠ Yes □ No
(m) A definition of the unit of credit.
(n) A complete explanation of the standards of satisfactory academic progress.
⊠ Yes □ No
(o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for
completion of each.
⊠ Yes □ No
(p) The transfer of credit policy.
⊠ Yes □ No
(q) A statement of the tuition, fees, and any other charges.
⊠ Yes □ No
(r) A complete and accurate listing of all scholarships, grants, and/or loans offered.
(s) The refund policy.
Yes □ No
(t) A statement describing the student services offered. ∑ Yes □ No
(u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).
Does the campus offer degree programs?
⊠ Yes □ No
If Yes, does the catalog contain the following?
(a) An explanation of the course numbering system (for all levels).
⊠ Yes □ No
(b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and
bachelor's degrees only).
⊠ Yes □ No
(c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only).
⊠ Yes □ No

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	 (d) Identification of courses that satisfy the upper-division (for bachelor's degrees only). ✓ Yes □ No
7,06	Does the campus offer courses and/or programs via distance education? ☑ Yes ☐ No (Skip to Question 7.07.)
	If Yes, does the catalog contain the following? (a) A description of each mode of delivery used for distance education courses.
	Yes No
	(b) Any additional or different admissions requirements for students taking distance education courses. ☐ Yes ☐ No ☐ Not Applicable (there are no additional or different admissions requirements)
	(c) A description of any tests used to determine access to distance education.
	(d) A description of the resources and equipment the students must have to avail themselves of distance education instruction Yes No
	(e) Costs and fees associated specifically with distance education.
	☐ Yes ☐ No ☐ Not Applicable (there are no additional costs and fees)
7.07	Does the catalog contain an addendum/supplement? Yes No (Skip to Question 7.08.)
	⊠ Tes ☐ No (and to greation 7,00.)
	(a) Is the catalog updated at an appropriate interval (the addendum/supplement should not be used as a substitute for meeting this expectation)?
	⊠ Yes □ No
	(b) Does the addendum supplement include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary)?
	✓ Yes No
	(c) Do students receive a copy of the addendum/supplement with the catalog? ☐ Yes ☐ No
7.08	Is the catalog available online?
7.3.4	Yes No (Skip to Question 7.09.)
	If Yes, does it match the hard copy version?
	⊠ Yes □ No
7.09	Does the campus utilize a multiple-school catalog?
1.002	Yes No (Skip to Question 7.10.)
	If Yes, answer the following:
	(a) Are all campuses using the same catalog of common ownership?
	Yes ☐ No(b) Are all photographs utilized properly labeled to identify the location depicted?
	Yes No
	 (c) Are faculty and staff listings properly identified with respect to the campus to which they belong? ✓ Yes □ No
7.10	Is all advertising and promotional literature, through any type of media (social media, website, newspapers, etc.), truthful and
	dignified? ☑ Yes ☐ No
2,0-	
7.11	Is the correct name of the campus listed in all advertising, web postings and promotional literature? Yes No

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7.12	Where does the campus advertise (publications, online, etc.)? The campus uses television/radio spots, print ads, and brochures to promote its programs while a majority of its advertising is dor on the internet and through social media such as Twitter, Facebook, LinkedIn, and YouTube.		
	Are all print and electronic advertisements under acceptable headings? ☑ Yes ☐ No		
7.13	Does the campus use endorsements, commendations, or recommendations in its advertising? ⊠ Yes □ No (Skip to Question 7.14.)		
	If Yes, is there evidence that prior written consent was obtained and that all representations are factual and portraying currence conditions?		
	\boxtimes Yes \square No		
7.14	Does the campus utilize services funded by third parties? ☐ Yes ☐ No (Skip to Question 7.15.)		
7.15	Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?		
	⊠ Yes □ No		
7.16	Is the phrase "for those who qualify" properly referenced in all advertising that mentions financial aid? Yes No No Applicable (campus does not participate in financial aid)		
7.17	What institutional performance information does the campus routinely provide to the public? The campus routinely provides graduation, retention and placement rates on their website.		
	Where is this information published and how frequently is this information being updated? This information is available via a consumer information link on their webstite and is updated annually.		
8.	LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY		
8.01	Does the campus develop an adequate base of library resources? ☑ Yes ☐ No		
8.02	Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses? ☑ Yes ☐ No		
8.03	Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process? ☑ Yes ☐ No		
8.04	Are adequate staff provided to support the development, organization of the collection, and access of library resources? Yes No		
8.05	Describe how the campus develops continuous assessment strategies for resources and information services? Every effort is made to meet the requests and requirements of students and faculty for library resources. Based on recent curriculum changes and program additions, there is a long-term plan to eliminate titles that have become irrelevant or dated are to acquire titles that support the new programs. Providing access to the library page in MyPath for all campus students is part of this effort. The MyPath library page is more robust and the links are more stable than those formerly provided to students by WConnect.		
	Are these methods appropriate? ☑ Yes ☐ No		

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VER. September 1, 2013 ACICS INITIAL, REEVALUATION, OR ADDITIONAL LOCATION INCLUSION REPORT Page 23 of 56 8.06 Is the library staff adequately trained to support the library? X Yes No 8.07 Is the campus' established annual budget appropriate to the size and scope of the campus and the programs offered, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials? X Yes No What is the amount of the current year's library budget excluding personnel allocations? 8.08 The current fiscal, October 2012 - September 2013, library budget is \$34,600. 8.09 What portion of the current year's library budget has been spent and how has the money been allocated? Of the \$34,600 budget, \$25,650 has been spent on the campus' allocated cost for electronic resources, \$5,100 on periodicals and \$3,850 on print-copy books 8.10 Is there evidence that the faculty have major involvement in the selection of library resources? X Yes Are the library hours adequate to accommodate the needs of all students? 8.11 X Yes 8.12 Describe how the faculty inspire, motivate, and direct student usage of the library resources? Students and faculty who were interviewed as well as the regional librarian confirmed there are assignments requiring the use of learning commons' resources for most courses offered by the Annandale campus. This was also evidenced by a review of syllabi. Are these methods appropriate? X Yes No 8.13 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials? X Yes Are records of physical and/or online resources and circulation accurate and up to date? 8.14 X Yes 8.15 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented? Yes Not Applicable (no interlibrary agreements) No 8.16 Describe any full-text online collections available to students. Westwood College maintains a system-wide website that allows students, faculty, and other users at all campuses to access the Surpass library catalog and the online database collection. The online database collection includes index and full-text access to thousands of periodicals, newspapers, newsletters, transcripts, legal materials, and statistical tables. The available databases include EBSCO's Academic Search Premier, Computer Source, Greenfile, LexisNexis Academic, Points of View Reference Center, Proquest Central, ProQuest Statistical, Britannica Online, e-Books on EBSCOhost, and STAT!Ref. Students have access to Serials Solutions 360 Suite, which includes a power search of all library databases with links to full-text. 8.17 Are the library physical holdings and /or full-text online collections up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs? X Yes No Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics? 8.18 X Yes No 8.19 Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?

Does this individual:

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Ms. Amy Buras, regional librarian, is the professionally trained individual assigned to oversee the library (learning commons) at the Annandale campus. She holds a bachelor's degree in Behavioral Science from National University, a juris doctorate degree in Law from University of the Pacific, McGeorge School of Law, a master's degree in Library Science from San Jose State University, and is certified as a professional librarian by the State of Virginia Library Board. Ms. Buras has been the regional librarian since October 2005. Her prior work experience includes lead analyst at Lexis/Nexis, Inc. for more than five years and legal research attorney extern for four months and academic enhancement leader for nine months while completing her juris doctorate degree. Ms. Buras is on-site in the learning commons area from 7:30 a.m. – 6:00 p.m. Monday – Friday.

	 (a) Supervise and manage the library and instructional resources? ✓ Yes
	(b) Facilitate the integration of instructional resources into all phases of the campus's curricular and educational offerings?
	(c) Assist students in the use of instructional resources?
	⊠ Yes □ No
8.20	Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources? ☑ Yes ☐ No
	The team reviewed a well-organized library handbook that includes a description of the training program for the library assistant, student workers, tutors, and the weekend administrator of the learning commons area.
8.21	Have library staff transcripts from campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States?
	Yes No Not Applicable (staff do not hold foreign credentials)
8.22	Is documentation on file to reflect the librarian's participation in professional growth activities? Yes No
	Ms. Buras, the on-site librarian, is a member of the American Library Association (ALA), reads various publications and information pieces produced by the ALA, and has attended ALA annual conferences. She also participates in other professional development activities including campus in-service workshops, web conferences, and actively consults with other Westwood College campus librarians through conference call meetings and an e-mail list. During the past year Ms. Buras focused on completing continuing education to satisfy requirements for her license to practice law. More specifically, she completed 25 hours in areas such as copyright, legal research, and library management.
8.23	Are the hours the library is open adequate to accommodate the needs of all students? ☑ Yes ☐ No
	According to information posted in the area, the learning commons is open 7:30 a.m. to 10:00 p.m. Monday through Friday and 9:00 a.m. to 3:00 p.m. on Saturday.
8.24	Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning? X Yes No
0.05	
8.25	Are appropriate reference materials and periodicals available for all programs offered? ☑ Yes ☐ No
8.26	Are the instructional resources organized for easy access, usage, and preservation? ☑ Yes ☐ No
8.27	Is there a current inventory of instructional resources?

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	⊠ Yes	□ No	
8.28		ampus have appropriate and sufficient instructional resources, equipment, and materials to me and the needs of its students?	et its educational program
GEN	ERAL COMN	MENTS:	
The A backg develo	Annandale cam ground for her	pus is fortunate to have Ms. Buras managing the learning commons area. She has a strong current position and actively participates in professional activities. Faculty and students co library resources and has done a good job of conducting activities that encourage and facili	nfirm she is committed to
9.	PROGR	AM EVALUATION	
	Academic A	Associate's Degree in Medical Assisting	
	Academic A	Associate's Degree in Medical Office Management	
	Diploma in	Medical Assisting	
9.01	Is licensure	, certification or registration required to practice in the specific career field? No (Skip to question 9.02)	
9.02	Ms. Alecia master's de University.	gned to administer the academic program(s), and what are this person's qualifications? Heffner, program chair, oversees the Medical Assisting and Medical Office Management program in Health Management from Lindenwood University and a bachelor's degree in Proprior to joining the campus in May 2013, Ms. Heffner worked as a health program coordinates an adjunct faculty and externship coordinator at other post-secondary institutions.	ublic Health from Dillard
9.03	Does this in	ndividual possess appropriate academic or experiential qualifications?	
9.04		dence that the program administrator has sufficient authority and responsibility for the development of the	opment and administration
9.05	Are the time	e and resources devoted to the administration of the educational program(s) sufficient?	
9.06	which meet (a) Studen Yes	rogram meet the needs of its students and the requirements of the Council, as shown by stud or exceed- the standards for the following areas: t retention rate of 62%? No Not Applicable (Additional Location Inclusion only) t placement rate of 58%? No Not Applicable	ent achievement outcomes
	No graduate	es were reported on the 2012 Campus Academic Report (CAR) for these programs.	
9.07	Guest speak the practice Celebration	nmunity resources and describe how they are utilized to enrich the program(s). kers have been invited to enhance the program and give students a sense of what is expected it ing healthcare providers. Medical assisting students participated in the National Dental Community Outreach Health Fair offering vital signs checks to the participants. The programs where members of the medical community are invited to share their professional en	al Association Centennial rams hold annual advisory

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members provide the campus with industry trends and needs such as new technology products, processes, software, and recommend content and hands-on training that should be considered for the programs.
Is the utilization of community resources sufficient to enrich the program? ⊠ Yes □ No
Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both? Yes \text{No}
Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and it objectives? ☑ Yes ☐ No
For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria? Yes No Not Applicable (these elements are not part of the program or no student is at the point on needing them)
Does the program use independent studies? ☐ Yes ☐ No (Skip to question 9.14)
Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Councistandards? Yes No
Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program? ☑ Yes ☐ No
Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed? ☑ Yes ☐ No
Is an appropriately detailed syllabus on file for each course that includes: (a) Title and course descriptions Yes

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	(l) Out-of-class worl	k assignments that support the learning objectives for the course
	⊠ Yes □ No	The state of property of the second contract
		the minimum amount of time a student is expected to spend on completion of the work assignments
	⊠ Yes □ No	Not Applicable (Additional Location Inclusion)
9.17	Do students confirm t	that they receive a course syllabus and that it is followed?
	⊠ Yes □ No	
9.18	Are the courses avails	able when needed by the student in the normal pursuit of a program of study?
2.10	⊠ Yes □ No	
9.19		o verify the backup documentation to support the placement rate for the program(s) as reported on the last ty Report submitted to the Council?
	Yes No	
		opployers or graduates were attempted?
	Tro Bradanca were rep	Attention are 2012 Critic
9.20		n file to verify graduates classified on the CAR as "not available for placement"?
	☐ Yes ☐ No	Not Applicable
9.21		icipate in Title IV financial aid?
	⊠ Yes □ No	o (Skip to question 9.24)
9.22	Does the campus' wri	tten procedures (as evidenced by their academic credit analysis) support the written policy and definition of a
		by the U.S. Department of Education for Title IV funding?
	⊠ Yes □ No	o Not Applicable (Clock hour programs only)
9.23	Is there evidence that	out-of-class work or the equivalency is being evaluated?
2100	⊠ Yes □ No	
9.24	A seal of the deep state	in the desired section of the sectio
9.24	(a) Facilities.	propriate to adequately support the number and nature of the program?
	⊠ Yes □ No	
	(b) Instructional equi	
	Yes No	3
	Yes No	o
	(d) Personnel.	
	⊠ Yes □ No	o .
9.25	Are the following eler	ments appropriately incorporated into the instructional components of the program?
	(a) Systematic plann	
	Yes No (b) Well-defined inst	
	Yes No	
		I use of appropriate and current learning materials.
	⊠ Yes □ No	
	(d) Appropriate mod	es of instructional delivery.
	(e) The use of approp	priate assessment strategies.
	⊠ Yes □No	
	(f) The use of approp	priate experiences.
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VER. September 1, 2013 ACICS INITIAL, REEVALUATION, OR ADDITIONAL LOCATION INCLUSION REPORT Page 28 of 56 9.26 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations? X Yes 9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded? X Yes No 9.28 Is the size of the faculty appropriate to the total student enrollment? X Yes No 9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program? X Yes No 9.30 Are teaching loads reasonable? X Yes Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional 9.31 compensation)? X Yes 9.32 What is the current student/teacher ratio? The current student/teacher ratio is 7:1. 9.33 Is the current student-teacher ratio reasonable for the mode of delivery and course content? X Yes No FOR ACADEMIC ASSOCIATE'S DEGREES ONLY 9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent? No X Yes 9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration? X Yes No 9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree? X Yes No Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes? 9.41 X Yes Not Applicable (no students in the second year) Are the second-year courses based upon appropriate first-year prerequisites? 9.42 No Not applicable 9. PROGRAM EVALUATION Academic Associate's Degree in Criminal Justice Bachelor's Degree in Criminal Justice: Major In Administration

Bachelor's Degree in Criminal Justice: Major In Investigation Bachelor's Degree in Criminal Justice

9.01 Is licensure, certification or registration required to practice in the specific career field?

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Yes No (Skip to question 9.02) 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications? Ms. Sharon Rauch, program chair, administers the Criminal Justice programs. She has been the program chair since October 2007. She holds a bachelor's degree in Psychology from George Mason University and a master's degree in Criminal Justice from Northeastern University. Ms. Rauch has over seven years of experience in corrections, counseling and administration. Does this individual possess appropriate academic or experiential qualifications? 9.03 X Yes 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)? X Yes No 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient? X Yes 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas: (a) Student retention rate of 62%? X Yes No Not Applicable (Additional Location Inclusion only) (b) Student placement rate of 58%? X Yes No Not Applicable (Additional Location Inclusion only) 9.07 List the community resources and describe how they are utilized to enrich the program(s). The campus utilizes the following community resources to enrich the Criminal Justice programs: a program advisory committee; field trips; guest speakers; and community events. The next program advisory committee meeting is scheduled for November 2013 and the team reviewed May 2013, November 2012, and May 2012 committee meeting minutes. Students have taken field trips to the Fairfax County Library; Fairfax County Adult Education Center; U.S. Supreme Court; Center for Missing and Exploited Children; and Drug Enforcement Museum. Guest speakers include officers from the Metropolitan Police Department: Gangs and Criminal Sub-Culture; Prince William County Probation agency; U.S. Patent & Trade Office; and Mental Health Advocacy. Students have participated in the following community events: Tour del Cure (Bicycle Race) for American Diabetes Association; Blood Drive; Help Fight Hunger; and assisted with the Shelter House project. The team was provided documentation to verify these activities. Is the utilization of community resources sufficient to enrich the program? 9.08 X Yes No 9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both? X Yes No 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives? X Yes No 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria? Yes No Not Applicable (these elements are not part of the program or no student is at the point of needing them) Does the program use independent studies? 9.12 No (Skip to question 9.14) Yes

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9.14	Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program? ☑ Yes ☐ No
9.15	Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed? ☑ Yes ☐ No
9.16	Is an appropriately detailed syllabus on file for each course that includes: (a) Title and course descriptions Yes
9.17	Do students confirm that they receive a course syllabus and that it is followed? ☑ Yes ☐ No
9.18	Are the courses available when needed by the student in the normal pursuit of a program of study? Yes No
9.19	Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council? Yes No Not Applicable (there have been no graduates) How many calls to employers or graduates were attempted? There were no graduates from the academic associate's degree in Criminal Justice, bachelor's degree in Administration and bachelor's degree in Investigations reported on the 2012 CAR,
	Bachelor's degree in Criminal Justice: 4 (Currently in teach-out mode)
	How many calls to employers or graduates were successful? Bachelor's degree in Criminal Justice: 3 How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any

discrepancy between the number of successful contacts and confirmations.

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	The 3 successful calls confirmed the employment of the graduates as reported on the 2012 CAR.
9.20	Was documentation on file to verify graduates classified on the CAR as "not available for placement"? ☑ Yes ☐ No ☐ Not Applicable
9,21	Does the campus participate in Title IV financial aid? ⊠ Yes □ No (Skip to question 9.24)
9.22	Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding? Yes No Not Applicable (Clock hour programs only)
9,23	Is there evidence that out-of-class work or the equivalency is being evaluated? Yes No Not Applicable (Clock hour programs only)
	If Yes, briefly describe the documentation of evaluation viewed on site. The team interviewed students and faculty, and reviewed course syllabi to verify out-of-class work is evaluated. Faculty provided the team with homework assignments submitted by students with graded elements, and students provided access to their homework assignments and graded homework.
9.24	Are the following appropriate to adequately support the number and nature of the program? (a) Facilities. Yes No (b) Instructional equipment. Yes No (c) Resources. Yes No (d) Personnel. Yes No
9.25	Are the following elements appropriately incorporated into the instructional components of the program? (a) Systematic planning. Yes No (b) Well-defined instructional objectives. Yes No (c) The selection and use of appropriate and current learning materials. Yes No (d) Appropriate modes of instructional delivery. Yes No (e) The use of appropriate assessment strategies. Yes No (f) The use of appropriate experiences. Yes No
9.27	Do the faculty members' qualifications meet the minimum requirements outlined in the <i>Accreditation Criteria</i> , and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded? Yes \sum No
9.28	Is the size of the faculty appropriate to the total student enrollment? ☑ Yes ☐ No
9.29	Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program? ☑ Yes ☐ No

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VER. September 1, 2013 ACICS INITIAL, REEVALUATION, OR ADDITIONAL LOCATION INCLUSION REPORT Page 32 of 56 9.30 Are teaching loads reasonable? X Yes No 9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent? X Yes 9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration? X Yes 9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree? X Yes No 9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes? X Yes Not Applicable (no students in the second year) 9.42 Are the second-year courses based upon appropriate first-year prerequisites? ☐ Not applicable X Yes 9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent? X Yes No 9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration? X Yes 9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission? Yes Not Applicable (institution offers all four years of the degree) 9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree? X Yes No 9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work? X Yes Not Applicable (no students in the third and fourth years) No 9.48 Are the third- and fourth-year courses based upon appropriate prerequisites? X Yes GENERAL COMMENTS: Students interviewed by the team stated they were pleased with the program, instructors, campus support, and open communication COMMENDATIONS: The team commends the campus for providing a mock courtroom to enhance the students' learning experience, 9. PROGRAM EVALUATION Bachelor's Degree in Business Administration- Accounting Bachelor's Degree in Business Administration - Healthcare Management

Bachelor's Degree in Business Administration-Management

Academic Associate's Degree in Business Administration

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9.01	Is licensure, certification or registration required to practice in the specific career field? Yes No (Skip to question 9.02)
9.02	Who is assigned to administer the academic program(s), and what are this person's qualifications? Mr. Lawrence Langhorne, program chair, is responsible for the administration of the Business programs. Mr. Langhorne has a bachelor's degree in Business Administration and a master's degree in Management, and extensive managerial experience in the banking and service industries.
9.03	Does this individual possess appropriate academic or experiential qualifications? ☐ Yes ☐ No
9.04	Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)? Yes No
9.05	Are the time and resources devoted to the administration of the educational program(s) sufficient? ☐ Yes ☐ No
9.06	Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas: (a) Student retention rate of 62%? Yes No Not Applicable (Additional Location Inclusion only) (b) Student placement rate of 58%? Yes No Not Applicable (Additional Location Inclusion only)
	If No for either item does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard? Yes No Not Applicable (Additional location only)
9.07	List the community resources and describe how they are utilized to enrich the program(s). The program utilizes the following community resources to enrich the Business programs: field trips, students take trips to several companies to conduct interviews with local business people; business clubs, the program chair has initiated a student club to increase networking relationships between students and future employers; and a professional advisory committee (PAC). The PAC is managed by the program chair, and includes members from several companies that contribute to the learning environment and new directions for the program. The program chair actively recruits new members.
9.08	Is the utilization of community resources sufficient to enrich the program? ☐ Yes ☐ No
9.09	Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both? ☐ Yes ☐ No
9.10	Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives? ☑ Yes ☐ No
9.11	For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria? Yes No Not Applicable (these elements are not part of the program or no student is at the point of needing them)
9.12	Does the program use independent studies? ☐ Yes No (Skip to question 9.14)

9.14	Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program? Yes No
9.15	Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed? ☑ Yes ☐ No
9.16	Is an appropriately detailed syllabus on file for each course that includes: (a) Title and course descriptions Yes
9.17	Do students confirm that they receive a course syllabus and that it is followed? ☑ Yes ☐ No
9.18	Are the courses available when needed by the student in the normal pursuit of a program of study? ☑ Yes ☐ No
9.19	Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council? Yes No Not Applicable (there have been no graduates) How many calls to employers or graduates were attempted? There were no graduates who were placed from the academic associate's degree program. Bachelor's degree program in Business Administration: 1 How many calls to employers or graduates were successful? Bachelor's degree program in Business Administration: 1 How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any

discrepancy between the number of successful contacts and confirmations.

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	There was 1 successful contact that confirmed the employment of the graduate as reported on the 2012 CAR.
9.20	Was documentation on file to verify graduates classified on the CAR as "not available for placement"? ☑ Yes ☐ No ☐ Not Applicable
	In the academic associate's degree program, one student was not placed based on medical reasons as documented in the 2012 CAR. There is an email statement from the student stating medical reasons are preventing her from obtaining employment.
9.21	Does the campus participate in Title IV financial aid?
9.22	Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding? Yes No Not Applicable (Clock hour programs only)
9.23	Is there evidence that out-of-class work or the equivalency is being evaluated? ☑ Yes ☐ No ☐ Not Applicable (Clock hour programs only)
	If Yes, briefly describe the documentation of evaluation viewed on site. Student assignments are based on research of job propsects for companies in the Annandale area. The team verified proof of these out-of-class assignments with the instructors.
9.24	Are the following appropriate to adequately support the number and nature of the program? (a) Facilities. Yes No (b) Instructional equipment. Yes No (c) Resources. Yes No (d) Personnel. Yes No
9.25	Are the following elements appropriately incorporated into the instructional components of the program? (a) Systematic planning. ☐ Yes ☐ No (b) Well-defined instructional objectives. ☐ Yes ☐ No
	(c) The selection and use of appropriate and current learning materials. ☐ Yes ☐ No (d) Appropriate modes of instructional delivery. ☐ Yes ☐ No (e) The use of appropriate assessment strategies. ☐ Yes ☐ No (f) The use of appropriate experiences. ☐ Yes ☐ No
9.27	Do the faculty members' qualifications meet the minimum requirements outlined in the <i>Accreditation Criteria</i> , and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded? Yes \sum No
9,28	Is the size of the faculty appropriate to the total student enrollment? ☑ Yes ☐ No

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9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program? X Yes ☐ No 9.30 Are teaching loads reasonable? X Yes No FOR ACADEMIC ASSOCIATE'S DEGREES ONLY Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned 9.38 over a period of four semesters, six quarters, or the equivalent? X Yes No Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration? 9.39 X Yes 9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree? X Yes 9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes? Not Applicable (no students in the second year) Are the second-year courses based upon appropriate first-year prerequisites? 9.42 X Yes No Not applicable FOR BACHELOR'S DEGREES ONLY Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, 9.43 earned over a period of eight semesters, 12 quarters, or the equivalent? X Yes No 9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration? X Yes 9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission? Yes No Not Applicable (institution offers all four years of the degree) Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same 9.46 degree? X Yes ☐ No 9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work? X Yes Not Applicable (no students in the third and fourth years) No Are the third- and fourth-year courses based upon appropriate prerequisites? 9.48 X Yes 9. PROGRAM EVALUATION Bachelor's Degree in Information and Network Technologies: Major in Computer Forensics

Bachelor's Degree in Information and Network Technologies: Major in Computer Forensics Bachelor's Degree in Information and Network Technologies: Major in Network Management

Bachelor's Degree in Information and Network Technologies: Major in Systems Securities Academic Associate's Degree Information and Network Technology

10.9	Is licensure, certification or registration required to practice in the specific career field? Yes No (Skip to question 9.02)
9.02	Who is assigned to administer the academic program(s), and what are this person's qualifications? Mr. Maxwell Adjei-Turim administrates the programs. Mr. Adjei-Turim holds a bachelor's degree in Information Technology from the American Intercontinental University, a master's of Business Administration from University of Phoenix, and Cisco Certified Network Associate and Academy Instructor certifications. Prior to joining the campus, Mr. Adjei-Turim was the program chair of the Management Information Systems/Business program at Florida Career College for three years, network administrator at South County Mental Health Institute for two years, systems administrator at National PETScan Management for two years, and technical support representative at The Answer Group for three years.
9.03	Does this individual possess appropriate academic or experiential qualifications? ☑ Yes ☐ No
9.04	Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)? Yes No
9.05	Are the time and resources devoted to the administration of the educational program(s) sufficient? Yes No
9.06	Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas: (a) Student retention rate of 62%? ☐ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only) (b) Student placement rate of 58%? ☐ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
9.07	List the community resources and describe how they are utilized to enrich the program(s). The Information and Network Technologies programs utilize a professional advisory committee (PAC), field trips, and guest speakers to gain insight from industry professionals and to ensure students are learning the necessary skills to compete for jobs in the local workforce.
9.08	Is the utilization of community resources sufficient to enrich the program? ☑ Yes ☐ No
9.09	Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both? ☐ Yes ☐ No
9.10	Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives? ☑ Yes ☐ No
9.11	For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

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VER. September 1, 2013 ACICS INITIAL, REEVALUATION, OR ADDITIONAL LOCATION INCLUSION REPORT Page 38 of 56 Yes ☐ No Not Applicable (these elements are not part of the program or no student is at the point of needing them) 9.12 Does the program use independent studies? X Yes No (Skip to question 9.14) 9.13 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards? X Yes No 9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program? X Yes 9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed? X Yes 9.16 Is an appropriately detailed syllabus on file for each course that includes: (a) Title and course descriptions X Yes No (b) Course numbers X Yes No (c) Course prerequisites and/or corequisites X Yes No (d) Instructional contact hours/credits X Yes No (e) Learning objectives X Yes No (f) Instructional materials and references X Yes No (g) Topical outline of the course X Yes No (h) Instructional methods X Yes No Assessment criteria X Yes No (i) Method of evaluating students X Yes ☐ No (k) Date the syllabus was last reviewed For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only (1) Out-of-class work assignments that support the learning objectives for the course X Yes Not Applicable (Additional Location Inclusion) (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments X Yes Not Applicable (Additional Location Inclusion) Do students confirm that they receive a course syllabus and that it is followed? 9.17 X Yes Are the courses available when needed by the student in the normal pursuit of a program of study? 9.18 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last 9.19 Campus Accountability Report submitted to the Council? ☐ Not Applicable (there have been no graduates)

How many calls to employers or graduates were attempted?

	Academic associate's degree program in Information and Network Technology: No graduates Bachelor's degree program in Information and Network Technology, Major in Computer Forensics: 1 Bachelor's degree program in Information and Network Technology: 3 Bachelor's degree program in Information and Network Technology, Major in Systems Securities: 3
	Bachelor's degree program in information and Network Technology, Major in Systems Securities. 5
	How many calls to employers or graduates were successful? Academic associate's degree program in Information and Network Technology: No graduates Bachelor's degree program in Information and Network Technology, Major in Computer Forensics: 1 Bachelor's degree program in Information and Network Technology: 3
	Bachelor's degree program in Information and Network Technology, Major in Systems Securities: 3
	How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain an discrepancy between the number of successful contacts and confirmations. Academic associate's degree program in Information and Network Technology: No graduates Bachelor's degree program in Information and Network Technology, Major in Computer Forensics: 1 Bachelor's degree program in Information and Network Technology: 3 Bachelor's degree program in Information and Network Technology, Major in Systems Securities: 3
9.20	Was documentation on file to verify graduates classified on the CAR as "not available for placement"? ✓ Yes ☐ No ☐ Not Applicable
9.21	Does the campus participate in Title IV financial aid?
9.21	Yes No (Skip to question 9.24)
9.22	Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding? Yes No Not Applicable (Clock hour programs only)
9.23	Is there evidence that out-of-class work or the equivalency is being evaluated? Yes No Not Applicable (Clock hour programs only)
	If Yes, briefly describe the documentation of evaluation viewed on site. The team reviewed graded homework during the classroom interviews.
9.24	Are the following appropriate to adequately support the number and nature of the program? (a) Facilities.
	Yes No
	(b) Instructional equipment.
	Yes No
	(d) Personnel.
	∑ Yes
9.25	Are the following elements appropriately incorporated into the instructional components of the program?
	(a) Systematic planning, ⊠ Yes □ No
	✓ Yes✓ No(b) Well-defined instructional objectives.
	⊠ Yes □ No
	(c) The selection and use of appropriate and current learning materials.
	(d) Appropriate modes of instructional delivery.
	⊠ Yes □ No
	(e) The use of appropriate assessment strategies, ⊠ Yes □No
	(f) The use of appropriate experiences.

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X Yes _ No FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their 9.27 qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded? X Yes No 9.28 Is the size of the faculty appropriate to the total student enrollment? X Yes No FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY 9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program? X Yes No FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY 9.30 Are teaching loads reasonable? X Yes No FOR BACHELOR'S DEGREES ONLY Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, 9.43 earned over a period of eight semesters, 12 quarters, or the equivalent? X Yes No 9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration? X Yes 9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission? Not Applicable (institution offers all four years of the degree) Yes Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same 9.46 degree? X Yes No 9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work? X Yes No Not Applicable (no students in the third and fourth years) 9.48 Are the third- and fourth-year courses based upon appropriate prerequisites? X Yes GENERAL COMMENTS: The team found the programs were well-conceived, directed, and taught.

COMMENDATIONS:

The team found a well run campus with competent caring faculty, administration and staff, all dedicated to the single goal of student success. Students interviewed are pleased with the education they receive and feel they are acquiring the necessary skills to be competitive in the global market place.

9. PROGRAM EVALUATION

objectives?

Academic Associate's Degree in Graphic Design and Multi Media Bachelor's Degree in Animation Bachelor's Degree in Visual Communications 9.01 Is licensure, certification or registration required to practice in the specific career field? Yes No (Skip to question 9.02) 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications? Mr. Jeff Fiore administers the Graphic Design, Visual Communications and Animation degree programs. He holds a bachelor's degree in Digital Media/Animation from East Tennessee State University and a master's degree in Interactive Design and Game Development from Savannah College of Art and Design. Mr. Fiore has been at the institution for about four and one-half years and in the position of academic chair for two years. As chair, he oversees a total of one full-time and five part-time instructors, and teaches approximately eight hours a week in addition to his duties as program administrator. He holds professional membership in the American Institute of Graphic Arts (AIGA), and has worked for drafting firms as an architectural draftsman for survey drafting and website design, a freelance designer, and as the owner and director of his own design firm, J. Fiore Studio. 9.03 Does this individual possess appropriate academic or experiential qualifications? X Yes No 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)? X Yes No 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient? X Yes 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas: (a) Student retention rate of 62%? X Yes No Not Applicable (Additional Location Inclusion only) (b) Student placement rate of 58%? Not Applicable (Additional Location Inclusion only) List the community resources and describe how they are utilized to enrich the program(s). 9.07 The greater metropolitan Washington, DC area offers a wide range of unique professional applications for design students in the fields of graphic design, animation and visual communications. The program advisory committee (PAC) members represent a range of individuals from corporate, educational and design fields, who come to the campus as guest speakers and act as curriculum advisors. The Art Director's Club of Metro Washington, which offers student memberships, allows professional networking opportunities for the students. A relationship has been created between the Annandale Chamber of Commerce and Graphic Design students to work together on the production of banners, public area graphics, and high profile logos for the purpose of establishing a new, contemporary identity to enhance the City of Annandale's commercial public space and tourist appeal. 9.08 Is the utilization of community resources sufficient to enrich the program? X Yes No 9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both? X Yes No Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its 9.10

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VER. September 1, 2013 ACICS INITIAL, REEVALUATION, OR ADDITIONAL LOCATION INCLUSION REPORT Page 42 of 56 Yes ☐ No 9,11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria? Yes No Not Applicable (these elements are not part of the program or no student is at the point of needing them) icil

9.12		gram use independent studies?
	⊠ Yes	No (Skip to question 9.14)
9.13	Are independent standards?	dent studies used appropriately, and is there a contract signed by the student and the institution that meets Coun
	⊠ Yes	□ No
9.14	Are the curric	culum and length of the program appropriate to meet the educational and placement objectives of the program?
9.15	Are course p ☑ Yes	rerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
9.16		riately detailed syllabus on file for each course that includes:
	X Yes	□No
	(b) Course r	numbers
	X Yes	□ No
	(c) Course t	prerequisites and/or corequisites
	X Yes	□No
	(d) Instructi	onal contact hours/credits
	⊠ Yes	□No
	(e) Learning	
	X Yes	□ No
		onal materials and references
	⊠ Yes	□No
		outline of the course
	⊠ Yes	□ No
		onal methods
	⊠ Yes	□ No
		nent criteria
	⊠ Yes	□ No
		of evaluating students
	⊠ Yes	□ No
		syllabus was last reviewed
	⊠ Yes	□ No
		participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:
		llass work assignments that support the learning objectives for the course No Not Applicable (Additional Location Inclusion)
		ption of the minimum amount of time a student is expected to spend on completion of the work assignments
	Yes Yes	No Not Applicable (Additional Location Inclusion)
9.17	Do students o ⊠ Yes	confirm that they receive a course syllabus and that it is followed?
9.18	Are the cours	ses available when needed by the student in the normal pursuit of a program of study? No

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9.19	Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council? Yes No Not Applicable (there have been no graduates)
	How many calls to employers or graduates were attempted? Academic associate's degree in Graphic Design: 2 Bachelor's degree in Visual Communications: 3 Bachelor's degree in Animation: 5
	How many calls to employers or graduates were successful? Academic associate's degree in Graphic Design: 2 Bachelor's degree in Visual Communications: 3 Bachelor's degree in Animation: 3
	How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations. All of the successful calls confirmed the employment of graduates as reported on the 2012 CAR.
9.20	Was documentation on file to verify graduates classified on the CAR as "not available for placement"? ☑ Yes ☐ No ☐ Not Applicable
9.21	Does the campus participate in Title IV financial aid? ☐ Yes ☐ No (Skip to question 9.24)
9.22	Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding? Yes No Not Applicable (Clock hour programs only)
9.23	Is there evidence that out-of-class work or the equivalency is being evaluated? ☐ Yes ☐ No ☐ Not Applicable (Clock hour programs only)
	If Yes, briefly describe the documentation of evaluation viewed on site. The team was presented with graded homework, recorded grades, and student portfolios.
9.24	Are the following appropriate to adequately support the number and nature of the program? (a) Facilities. Yes
9.25	Are the following elements appropriately incorporated into the instructional components of the program? (a) Systematic planning. Yes

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X Yes No FOR ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded? X Yes No 9.28 Is the size of the faculty appropriate to the total student enrollment? X Yes No FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the 9.29 program? X Yes ☐ No 9.30 Are teaching loads reasonable? X Yes No FOR ACADEMIC ASSOCIATE'S DEGREES ONLY Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent? X Yes Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration? 9.39 X Yes No 9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree? X Yes No 9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes? Not Applicable (no students in the second year) X Yes Are the second-year courses based upon appropriate first-year prerequisites? 9.42 Not applicable FOR BACHELOR'S DEGREES ONLY Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent? X Yes 9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration? X Yes If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly 9.45 describe the requirements for admission? Yes Not Applicable (institution offers all four years of the degree) Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same 9.46 degree? X Yes _ No

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9.47	laboratory work?
9.48	Are the third- and fourth-year courses based upon appropriate prerequisites? ☑ Yes ☐ No
GEN	NERAL COMMENTS:
The	team reviewed student portfolios in the areas of video, graphic design and photography and found them to be adequate for the purpose curing employment in their particular area.
9.	PROGRAM EVALUATION
	Bachelor's Degree in Construction Management
	Academic Associate's Degree in Construction Management
	Academic Associate's Degree in Construction Management
9.01	Is licensure, certification or registration required to practice in the specific career field? ☐ Yes ☐ No (Skip to question 9.02)
9.02	Who is assigned to administer the academic program(s), and what are this person's qualifications? Mr. Ronald Keele, lead instructor, is assigned to administer the programs. He holds a master's degree from the University of Maryland, a bachelor's degree in Civil Engineering from Virginia Tech, a certificate in Safety Engineering and as a Professional Engineer. Mr. Keele has more than 25 years of industry experience.
9.03	Does this individual possess appropriate academic or experiential qualifications? ☑ Yes ☐ No
9.04	Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)? Yes \sum No
9.05	Are the time and resources devoted to the administration of the educational program(s) sufficient? ☑ Yes ☐ No
9.06	Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas: (a) Student retention rate of 62%?
	Yes No Not Applicable (Additional Location Inclusion only)
	 (b) Student placement rate of 58%? ✓ Yes □ No □ Not Applicable (Additional Location Inclusion only)
	If No for either item does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant
	standard?
	☐ Yes ☐ No ☑ Not Applicable
9.07	List the community resources and describe how they are utilized to enrich the program(s). The programs use the following community resources: field trips such as visits to various Washington D.C. rail line construction sites; guest speakers who present topics such as Green Technologies, Revit, and AutoCad software; and a program advisory committee (PAC) whose members are local industry professionals.
9.08	Is the utilization of community resources sufficient to enrich the program? ✓ Yes □ No

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9.09	Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both? ☑ Yes ☐ No
9.10	Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives? ☑ Yes ☐ No
9.11	For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria? Yes No Not Applicable (these elements are not part of the program or no student is at the point of needing them)
9.12	Does the program use independent studies? ☑ Yes ☐ No (Skip to question 9.14)
9.13	Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards? ☑ Yes ☐ No
9.14	Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program? ✓ Yes □ No
9.15	Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed? ☑ Yes ☐ No
9.16	Is an appropriately detailed syllabus on file for each course that includes: (a) Title and course descriptions Yes No (b) Course numbers Yes No (c) Course prerequisites and/or corequisites Yes No (d) Instructional contact hours/credits Yes No (e) Learning objectives Yes No (f) Instructional materials and references Yes No (g) Topical outline of the course Yes No (h) Instructional methods Yes No (i) Assessment criteria Yes No (j) Method of evaluating students Yes No (k) Date the syllabus was last reviewed Yes No For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only: (l) Out-of-class work assignments that support the learning objectives for the course Yes No Not Applicable (Additional Location Inclusion) (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments Yes No Not Applicable (Additional Location Inclusion)

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9.17	Do students confirm that they receive a course syllabus and that it is followed? ☑ Yes ☐ No
9.18	Are the courses available when needed by the student in the normal pursuit of a program of study? Yes No
9.19	Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council? Yes No Not Applicable (there have been no graduates)
	How many calls to employers or graduates were attempted? Academic associate's degree program in Construction Management: No Graduates Bachelor's degree program in Construction Management; 6
	How many calls to employers or graduates were successful? Academic associate's degree program in Construction Management: No Graduates Bachelor's degree program in Construction Management: 5
	How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations. All 5 successful contacts confirmed the employment of the graduates as reported on the 2012 CAR.
	If No, insert "Section 3-1-303(a)" in parentheses and explain: (Section 3-1-303(a)): Based on backup documentation including self-described job duties from each organization, the following three bachelor's degree in Construction Management graduates who were classified on the 2012 CAR as being placed in a related field are not accurately classified:
9.20	Was documentation on file to verify graduates classified on the CAR as "not available for placement"? ☐ Yes ☐ No ☐ Not Applicable
FOR	NEW GRANTS AND INITIAL GRANTS ONLY
9.21	Does the campus participate in Title IV financial aid? ⊠ Yes □ No (Skip to question 9.24)
9.22	Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding? Yes No Not Applicable (Clock hour programs only)
9.23	Is there evidence that out-of-class work or the equivalency is being evaluated? Yes No Not Applicable (Clock hour programs only)
	If Yes, briefly describe the documentation of evaluation viewed on site. The course instructors provided graded homework that was relative to the course objectives.
9.24	Are the following appropriate to adequately support the number and nature of the program? (a) Facilities. ☐ No

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		onal equipment.
	⊠ Yes	□ No
	(c) Resource	
	⊠ Yes	□ No
	(d) Personne	
	⊠ Yes	□No
9.25		wing elements appropriately incorporated into the instructional components of the program?
	(a) Systema	
	Yes	□ No
		fined instructional objectives.
	⊠ Yes	□ No
	(c) The selection Yes	ction and use of appropriate and current learning materials. No
		iate modes of instructional delivery.
	⊠ Yes	□No
	(e) The use	of appropriate assessment strategies.
	⊠ Yes	□No
		of appropriate experiences.
	⊠ Yes	□ No
	NONDEGREI REES ONLY	E PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S
9.27	Do the facul	ty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their
2.21		s academically and experientially appropriate to the subject matter they teach and the level of the credential
	awarded?	academically and experientally appropriate to the subject matter they teach and the total of the elegendar
	⊠ Yes	□ No
9.28	Is the size of	the faculty appropriate to the total student enrollment?
	⊠ Yes	□ No
FOR 0	OCCUPATION	NAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY
9.29	Is an adequa	tte core of full- and part-time faculty employed to ensure sound direction and continuity of development for the
	program?	
	X Yes	□ No
FOR A	ACADEMIC A	ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY
9.30	Are teaching	loads reasonable?
3.50	⊠ Yes	□ No
	23 103	
FOR A	ACADEMIC A	SSOCIATE'S DEGREES ONLY
9.38	Is the number	er of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned
	over a period	of four semesters, six quarters, or the equivalent?
	⊠ Yes	□ No
9.39	Is there a min	nimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
7.57	⊠ Yes	
W 400	Describer	
9.40		riculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same
	degree? ⊠ Yes	□No
	△ res	□ 180

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9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes? Not Applicable (no students in the second year) X Yes 9.42 Are the second-year courses based upon appropriate first-year prerequisites? X Yes Not applicable FOR BACHELOR'S DEGREES ONLY Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, 9.43 earned over a period of eight semesters, 12 quarters, or the equivalent? X Yes Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration? 9.44 X Yes 9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission? Yes Not Applicable (institution offers all four years of the degree) 9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree? X Yes No Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and 9.47 laboratory work? Yes Not Applicable (no students in the third and fourth years) 9.48 Are the third- and fourth-year courses based upon appropriate prerequisites? X Yes GENERAL COMMENTS: The team found the program chair, lead instructor, and faculty are passionate about assuring students are well-informed about the changes in the construction industry. Several guest speakers have presented information on Green Technology. 9. PROGRAM EVALUATION Academic Associate's Degree in Computer Aided Drafting/Architectural Design Bachelor's Degree in Interior Design 9.01 Is licensure, certification or registration required to practice in the specific career field? No (Skip to question 9.02) Yes 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications? Mr. Jeff Fiore, program chair, administers the Computer Aided Drafting/Architectural Design and Interior Design programs. As previously noted, he holds a bachelor's degree in Digital Media/Animation from East Tennessee State University and a master's

As previously noted, he holds a bachelor's degree in Digital Media/Animation from East Tennessee State University and a master's degree in Interactive Design and Game Development from Savannah College of Art and Design. Mr. Fiore has been at the institution for about four and one-half years and in the position of academic chair for two years. As chair, he oversees a total of one full-time and five part-time instructors, and teaches approximately eight hours a week in addition to his duties as program administrator. He holds professional membership in the American Institute of Graphic Arts (AIGA), and has worked for drafting firms as an architectural draftsman for survey drafting and website design, a freelance designer, and as the owner and director of his own design firm, J. Fiore Studio.

9.14

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Mr. Fiore's academic and experiential background makes him well suited to be the program chair. However, he does not have sufficient expertise in Interior Design, so he is supported by Ms.Kirstin Bonner, lead instructor of the Interior Design program. Ms. Bonner holds a bachelor's degree in Interior Design from Mount Vernon College, and has worked at the Annandale campus for the last six years and has been lead instructor for the last three years. Her work experience includes 12 years as principal of her own design firm, and 9 years as design manager of office furniture firms. Ms. Bonner's academic and experiential background makes her well-suited for the lead instructor position.

9.03	Does this individual possess appropriate academic or experiential qualifications? ⊠ Yes □ No
9.04	Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)? \square Yes \square No
9,05	Are the time and resources devoted to the administration of the educational program(s) sufficient? ☐ Yes ☐ No
9.06	Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas: (a) Student retention rate of 62%? Yes No Not Applicable (Additional Location Inclusion only)
	 (b) Student placement rate of 58%? ✓ Yes
9.07	List the community resources and describe how they are utilized to enrich the program(s). There is documented evidence of guest speakers, field trips, portfolio presentations, and professional advisory committee meetings. One unique event was the creation of Annandale's Historic Town Center. The scope of the project was to reclaim a circular area in the heart of Annandale. Using urban design techniques, the space will include revised automobile patterns, landscaping, façade definitions, and local signage. The project involved all the programs in the School of Design. Ultimately, the project was presented to Annandale Chamber of Commerce.
9.08	Is the utilization of community resources sufficient to enrich the program? ☐ Yes ☐ No
9.09	Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both? ☐ Yes ☐ No
9.10	Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives? ☑ Yes ☐ No
9.11	For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria? Yes No Not Applicable (these elements are not part of the program or no student is at the point of needing them)
9.12	Does the program use independent studies? ☐ Yes ☐ No (Skip to question 9.14)
9.13	Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards? ☑ Yes ☐ No

Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

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X Yes No Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed? 9.15 If No, insert the section number in parentheses and explain: (Section 3-1-513(b) and Glossary): Course prerequisites are not being appropriately followed for the following students' program sequence: took INT306 Space Planning without successfully completing CD121 Basic Cad its prerequisite. Mr. (b)(6) Ms. (b)(6) took INT306 Space Planning without successfully completing CD121 Basic Cad its prerequisite. Mr. (b)(6) took CADD Computer Aided Design II and CADD121 Computer Aided Design I without successfully completing their prerequisite CADD111 Basic Drafting. 9.16 Is an appropriately detailed syllabus on file for each course that includes: (a) Title and course descriptions X Yes No (b) Course numbers No X Yes (c) Course prerequisites and/or corequisites X Yes No (d) Instructional contact hours/credits X Yes No (e) Learning objectives Yes Instructional materials and references X Yes No (g) Topical outline of the course X Yes No (h) Instructional methods X Yes No (i) Assessment criteria ☐ No X Yes Method of evaluating students X Yes No (k) Date the syllabus was last reviewed X Yes For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only: Out-of-class work assignments that support the learning objectives for the course X Yes Not Applicable (Additional Location Inclusion) (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments X Yes Not Applicable (Additional Location Inclusion) 9.17 Do students confirm that they receive a course syllabus and that it is followed? X Yes 9.18 Are the courses available when needed by the student in the normal pursuit of a program of study? X Yes 9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council? X Yes No Not Applicable (there have been no graduates) How many calls to employers or graduates were attempted? Academic associate's degree program in Computer Aided Drafting/Architectural Design: 3

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	Bachelor's degree program in Interior Design: 4
	How many calls to employers or graduates were successful? Academic associate's degree program in Computer Aided Drafting/Architectural Design; 2 Bachelor's degree program in Interior Design: 1
	How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations. All of the successful contacts confirmed the employment of the graduates as reported on the 2012 CAR.
9.20	Was documentation on file to verify graduates classified on the CAR as "not available for placement"? ☑ Yes ☐ No ☐ Not Applicable
FOR	NEW GRANTS AND INITIAL GRANTS ONLY
9.21	Does the campus participate in Title IV financial aid? ⊠ Yes □ No (Skip to question 9.24)
9.22	Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding? Yes No Not Applicable (Clock hour programs only)
9.23	Is there evidence that out-of-class work or the equivalency is being evaluated? Yes No Not Applicable (Clock hour programs only)
	If Yes, briefly describe the documentation of evaluation viewed on site. Out-of-class work was evaluated through graded quizes, tests, in class presentations, turned in papers and turned in projects.
9.24	Are the following appropriate to adequately support the number and nature of the program? (a) Facilities. ☐ No
	(b) Instructional equipment. ☐ Yes ☐ No (c) Resources. ☐ Yes ☐ No (d) Personnel. ☐ Yes ☐ No
9.25	Are the following elements appropriately incorporated into the instructional components of the program? (a) Systematic planning. Yes No (b) Well-defined instructional objectives. Yes No (c) The selection and use of appropriate and current learning materials. Yes No (d) Appropriate modes of instructional delivery. Yes No (e) The use of appropriate assessment strategies. Yes No (f) The use of appropriate experiences. Yes No

FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

degree?

Yes

No

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VER. September 1, 2013 ACICS INITIAL, REEVALUATION, OR ADDITIONAL LOCATION INCLUSION REPORT Page 53 of 56 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their 9.27 qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded? X Yes 9.28 Is the size of the faculty appropriate to the total student enrollment? X Yes FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY 9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program? X Yes No FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY 9.30 Are teaching loads reasonable? X Yes No FOR ACADEMIC ASSOCIATE'S DEGREES ONLY 9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent? X Yes ☐ No Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration? 9.39 X Yes No Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same 9.40 degree? X Yes No 9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes? Not Applicable (no students in the second year) X Yes No Are the second-year courses based upon appropriate first-year prerequisites? 9.42 X Yes No Not applicable FOR BACHELOR'S DEGREES ONLY 9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent? X Yes 9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration? X Yes 9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission? Not Applicable (institution offers all four years of the degree) Yes No 9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same

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9.47	Is enrollment in the third and fourth years of the bachelor's program sufficient to support laboratory work?	t regularly scheduled classes and
9.48	Are the third- and fourth-year courses based upon appropriate prerequisites? ☑ Yes ☐ No	
GENE	ERAL COMMENTS:	
7777	eam found the students and instructors demonstrate a passion and dedication to learning.	

The team found one unique program activity was to recreate Annandale's Historic Town Center. The scope of the project was to reclaim a circular area in the heart of Annandale, and then using urban design techniques, the space included revised automobile patterns, landscaping, façade definitions, and local signage. The project involved all the students in the school of design programs and, ultimately, it was presented to Annandale Chamber of Commerce.

SUMMARY

The institution is not in compliance with the Accreditation Criteria in the following areas:

Number	Citation	Summary Statement					
1.	Sections 3-1-111 and 3-1-441(c)	Follow-up studies on graduates are not being conducted by the institution at specific measuring points following placement of the graduates (pages 4 and 13).					
2.	Section 3-1-202(b)	Documentation of evaluations is not maintained for all faculty members (page 6).					
3.	Section 3-1-303(a)	The team cannot verify that three students in the bachelor's program in Construction Management are appropriately classified on the CAR (page 47).					
4.	Section 3-1-420 and Appendix D	The team finds that the implementation of the satisfactory academic progress (SAP) policy does not comply with the requirements of the <i>Accreditation Criteria</i> (pages 10-11).					
5.	Section 3-1-513(b)	Courses are not available when needed by the student in the normal pursuit of the program and prerequisites are not being followed (page 51).					
6.	Section 3-1-516(a)(i)	There is not appropriate documentation to evidence that students in one course are meeting for an appropriate number of contact hours (page 16).					
7.	Section 3-1-543 and Glossary	Documentation of professional growth is not available for all faculty members (pages 17-18).					

RECOMMENDATIONS

The evaluation team offers the following recommendations for the institution's consideration. (These recommendations are not included in the report seen by the Council):

- That staff files be maintained to contain all pertinent information and verifying documents of staff credentials and professional experience.
- 2. The team found during interviews with two separate groups of Medical Assisting students enrolled in the diploma and degree progams, that students are mandated to complete some medical testing before being placed at the externship sites. Students expressed dissatisfaction with the requirements stating they were not informed about the mandatory testing at enrollment or before the externship placement, and they were put in very difficult circumstances related to their inability to pay for these tests. During the time of the visit, the team investigated the concern and found the campus does provide students with a statement at the time of the admisssion that verbates the requirements. Although the statement is clear, given the confusion expressed by the students the team recommends the campus specifically explain this specific requirement in the enrollment agreement, at the time of admission, so students are made aware and understand what is required before they get to the externship placement phase of the program.
- That some equipment be updated to more current industry standards especially in the areas of grapic design and animation. Students stated, as per interview, that work could be expedited with newer, updated versions of both hardware and software equipment.
- 4. The majority of the Interior Design classes are taught in two rooms in the West Wing 6th floor. Neither of those rooms has computers installed in them; when computers are needed they bring in a cart of laptops. It is recommended that additional computers be provided in the rooms for the students to use before, during, and after class.
- Expanding the part-time instructor pool for the Interior Design program to allow for a more diverse experience perspective and teaching approach.
- 6. More faculty observations on an ongoing basis.



NEW GRANT VISIT REPORT

WESTWOOD COLLEGE-ARLINGTON BALLSTON 4420 North Fairfax Drive, Suite 400 Arlington, Virginia 22203 ACICS ID Code: 00027060

Mr. Lauck Walton, Campus President (b)(6) @westwood.edu)
Campus E-mail Address: (b)(6) @westwood.edu

MAIN CAMPUS

Westwood College-South Bay Torrance, California ACICS ID Code: 00027056

September 11-12, 2013

Thomas Duff	Chair	Retired, University of Minnesota Duluth	Duluth, MN
Betty Herard	Student-Relations Specialist	Global Learning Strategies	Birmingham, AL
Richard Murphree	Educational Activities and Library Specialist	Effectual Business Services	Eagle, ID
Terry Campbell	Criminal Justice Specialist	Kaplan University	Okeechobee, FL
Thomas Evans	Business Administration Specialist	St. Petersburg College	Largo, FL
Steve Johnson	Information Technology Specialist	Kaplan & Victory Universities	Memphis, TN
Barry Phillips	Graphic Design and Visual Communications Specialist	Art Director/Designer	Burleson, TX
Charles Saunders	Construction Management Specialist	CADDPLUSS	Owen Cross Roads, AL
Sabrina Cruz	Medical Specialist	Sanford-Brown Institute	New York, NY
Karly Zeigler	Staff Representative	ACICS	Washington, DC

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ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS

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PROGRAMS OFFERED BY WESTWOOD COLLEGE – ARLINGTON BALLSTON ARLINGTON, VIRGINIA

	ACICS	APPROVED PROGRAM TITLE	Clock Hrs.	Qtr. Hrs.	Enroll: Full- time/ Part- time	CAR Retention & Placement			
CREDEN-						2012		2011	
TIAL EARNED	CREDEN- TIAL					Ret.	Pla.	Ret.	Pla.
Diploma	Diploma	Medical Assisting	955	69.5	28 / 5	85.5%	NG	NA	NA
Associate of	Applied Science	(AAS) Degree Programs—ACICS Credential	= Acade	emic Ass	ociate:				
AAS	Acad Assoc	Business Administration	910	90	37/10	NA	NA	NA	NA
AAS	Acad Assoc	Construction Management	965	90	12/3	NA	NA	NA	NA
AAS	Acad Assoc	Criminal Justice	905	90	47 / 20	NA	NA	NA	NA
AAS	Acad Assoc	Graphic Design	1205	90	10/8	55.6%	100%	53.8%	66.7%
AAS	Acad Assoc	Information and Network Technologies	1205	90	22 / 15	70%	NG	53.8%	NG
AAS	Acad Assoc	Medical Assisting	1180	92	4/3	NA	NA	NA	NA
Bachelor of S	cience (BS) Deg	ree Programs:							
BS	Bachelor	Business Administration: Accounting	1820	180	2/1	90.9%	NG	64.7%	NG
BS	Bachelor	Business Admin: Healthcare Management	1820	180	5/4	65.5%	100%	59.4%	NG
BS	Bachelor	Business Administration: Management	1820	180	20 / 10	61.1%	100%	54.9%	NG
BS	Bachelor	Business Admin: Marketing Management	1820	180	0/3	87.5%	0%*	50%	NG -
BS	Bachelor	Construction Management	1945	180	9/4	70.7%	85.7%	64.5%	100%
BS	Bachelor	Criminal Justice: Administration	1820	180	32 / 13	62.1%	72.7%	55%	77.4%
BS	Bachelor	Criminal Justice: Investigations	1820	180	18/6	80.6%	NG	NA	NA
BS	Bachelor	Graphic Design: Animation	2330	180	4/6	73.3%	0%*	63.6%	60%
BS	Bachelor	Graphic Design: Game Art	2325	180	2/2	76.7%	0%*	75.6%	33.3%
BS	Bachelor	Graphic Design: Visual Communications	2305	180	8/6	79.5%	42.9*	55.1%	100%
BS	Bachelor	Information and Network Technologies: Computer Forensics	2305	180	4/0	68.9%	0%*	58.5%	NG
BS	Bachelor	Information and Network Technologies: Network Management	2350	180	8/6	70.9%	71.4%	48.6%	NG
BS	Bachelor	Information and Network Technologies: Systems Security	2350	180	0/1	0%	NG	100%	NG
The following	g programs have	been approved by ACICS, and the first classe	s will be	offered	in October	2013;			
AOS**	Occupational Associate's	Electronics Technology	1260	90.5	0/0	NA	NA.	NA	NA
AAS	Acad Assoc	Health Information Technology	1270	103.5	0/0	NA	NA	NA	NA
AOS**	Occupational Associate's	Information Technology	1265	91.5	0/0	NA	NA	NA	NA

TOTAL ENROLLMENT = 400

Notes:

NA = No enrollment in program during the CAR period

NG = No graduates from the program during the CAR period

Bold = Retention rate below 62% or placement rate below 58%.

*Programs with fewer than 10 graduates; no program improvement plan required.

^{**}Associate of Occupational Science degree

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INTRODUCTION

Westwood College Arlington Ballston is one of 14 campuses owned and operated by Alta College, Inc., located in Denver, Colorado. In addition to the 14 campuses located in California, Colorado, Georgia, Illinois, and Virginia, there is a Westwood College Online unit located in Denver which has consortium agreements to offer online courses for all 14 Westwood College campuses, including the Arlington Ballston campus.

The Arlington Ballston campus initially started offering programs in October 2005 at a facility located in Roslyn, Virginia, in the Washington, DC, metro area. Operations were later moved to a location on Wilson Boulevard in Arlington County (commonly referred to as "Arlington"), Virginia. The move of just a few blocks from Wilson Boulevard to the current location at 4420 North Fairfax Drive in Arlington started in July 2011, and all educational program and administrative functions were finally moved and operating in approximately 40,000 square feet of space in the five-story building at the current location in July 2012.

Arlington County (Arlington) is located in northern Virginia on the south bank of the Potomac River directly across from the District of Columbia. Due to the county's location, it is the headquarters for many departments and agencies of the United States federal government, including the Department of Defense, the U.S. Drug Enforcement Agency, and the Defense Advanced Research Projects Agency (DARPA). With a land area of only 26 square miles, Arlington is the geographically smallest county in the nation and the only county with no other incorporated towns within its border. The many federal agencies, government contractors, and service industries in Arlington, contribute to the area's stable economy and make it one of the highest income counties in the United States.

As reported on the previous page, there are a total of 400 students enrolled in 1 diploma, 7 academic associate's degree, and 13 bachelor's degree programs at the Arlington Ballston campus. Approximately, 30 students are enrolled in the diploma program, 200 in the associate's degree programs, and 170 in the bachelor's degree programs. Approximately 300 of the students are enrolled on a full-time basis, 100 on a part-time basis; roughly 75% of the students are classified as day students and 25% as evening students. In addition to the students completing courses onsite at the campus, the campus president provided data indicating there are a total of 77 different Arlington Ballston students enrolled in a total of 36 different online courses being offered and taught by faculty from the Westwood College Online unit in Denver.

Based on the most recent data available, the Campus Effectiveness Plan reports the student population is 57% male, 43% female; with an average age of 33.8 years. Of those reporting their ethnicity, 79% of the student population is African American, 6% multi-racial, 4% Caucasian, 3% Hispanic, and 1% Asian---with approximately 7% unreported.

It is important to note that all Westwood College campuses converted to a curriculum called the Career Advantage Program (CAP) in 2012. All programs were reviewed by system curriculum committees and modified to be more efficiently delivered. A major change resulting from the implementation of the CAP curriculum is that most courses were changed from granting 3.5 quarter credits to 4.5 quarter credits. A second major change was the development of more associate's degree programs. For example, the Arlington Ballston campus started its associate's degree programs in Business Administration, Construction Management, and Criminal Justice in August 2012 and in Medical Assisting in May 2013. Further, as reported at the bottom of the table on the previous page, the campus has been approved to offer and plans to start its first classes in October 2013 for new associate's degree programs in Electronics Technology, Health Information Technology, and Information Technology.

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1.	TA/I	ISS	V
1.4	174		

1.01	Give the page number in the campus catalog on which the mission statement can be found. The Westwood College mission statement appears on page 8 of the current catalog—2013 Catalog-6613, Volume 4-No. 2, revised May 2013.
1.02	Does the campus have an appropriate mission statement with a set of supporting objectives? No No
1.03	Are the objectives devoted substantially to career-related education? ✓ Yes □ No
1.04	Are the objectives reasonable for the following? (a) The programs of instruction Yes No (b) The modes of delivery. Yes No (c) The facilities of the campus. Yes No
1.05	Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that ar readily available and understandable to the public? Yes No
1.06	Is the campus committed to successful implementation of its mission? ☑ Yes ☐ No
1.07	Does the campus have a current Campus Effectiveness Plan (CEP)? ☑ Yes ☐ No
80.1	If the campus is an additional location, does the additional location have its own CEP, separate from the main campus IEP? Yes No Not Applicable
1,09	Does the CEP describe the following? (a) The characteristics of the programs offered. □ Yes □ No (b) The characteristics of the student population. □ Yes □ No (c) The types of data that will be used for assessment. □ Yes □ No (d) Specific goals to improve the educational processes. □ Yes □ No (e) Expected outcomes of the plans. □ Yes □ No
1.10	Are the following five required elements evaluated in the CEP? (a) Student retention. Yes No (b) Student placement. Yes No Not Applicable (new additional location only) (c) Level of graduate satisfaction. Yes No Not Applicable (new additional location only) (d) Level of employer satisfaction. Yes No Not Applicable (new additional location only)

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	⊠ Yes □ No
	(Section 3-1-111): The team found that follow-up studies on graduate satisfaction are not being completed following graduation.
	The campus has verified that it conducts "graduate" surveys only once, and these surveys are conducted during a student's last term, prior to graduation. While onsite, the campus created a new policy that stated they will be sending out post-graduation surveys at 150 days following graduation. Additionally, their corporate headquarters were stated to have implemented the new surveys.
1.11	Define the student learning outcomes used by the campus and how these outcomes are being assessed. The CEP identifies certification exams, capstone grades, and cumulative GPA as student learning outcomes and states "these assessments are linked together to form a comprehensive evaluation of student learning."
1.12	Are the following identified and described in the CEP?
	(a) The baseline data for each outcome.
	Yes No Not Applicable (b) The data used by the campus to assess each outcome.
	Yes No No Not Applicable
	(c) How the data was collected.
	☐ Yes ☐ No ☐ Not Applicable
	(d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational
	processes. Yes No Not Applicable
	I to I not Applicable
1.13	Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes? Yes No Not Applicable (new additional location or initial applicant only)
	The CEP reports that the goals for retention and placement for the 2013 CAR period are 70% and 75%, respectively.
1.14	Has the campus published specific activities that will be undertaken to meet placement and retention goals? ☐ Yes ☐ No ☐ Not Applicable (new additional location only)
1.15	Describe the exercise activities that the common will an describe to make these scale
1.13	Describe the specific activities that the campus will undertake to meet these goals. Following are some of the activities to be undertaken to achieve the retention rate goal: holding "Student Success" meetings twice weekly to discuss at-risk students and create action plans to provide support to these students; shifting the responsibility for returning students from Student Support to Admissions; and revamping the Transportation Assistance program to provide better holistic support to students and to seek to link these students with Career Services earlier.
	Following are some of the activities to be undertaken to achieve the placement rate goal: rather than starting the career services process when graduation is nearing, administration has reset the goal for students to be employed in their field <u>prior to graduation</u> ; increase the number and frequency of job fairs on campus; advance the date of the "Grad Fest"a program for potential graduatesto the START of the graduation term rather than conducting this program the week before the end of the term as has been done previously.
1.16	Does the campus have documentation to show the following? (a) That the CEP has been implemented. Yes No (b) That specific activities listed in the plan have been completed.
	 Yes □ No (c) That periodic progress reports have been completed. Yes □ No
1.17	Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.

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Mr. M. Lauck Walton, campus president, is responsible for implementing and monitoring the CEP. He holds a bachelor's degree in Psychology and a master's degree in Business Administration from Rensselaer Polytechnic Institute in Troy, New York. Mr. Walton was initially employed by Westwood College as the campus president of the Annandale, Virginia, campus in April 2005 and became president of the Arlington campus in October 2012. He served as an ACICS staff member from 1990-1998 and has worked in other forprofit career schools prior to starting with Westwood.

Mr. Walton leads a CEP Steering Committee which develops, reviews, analyzes, maintains, and monitors the CEP. The committee consists of the campus president, academic dean, director of admissions, director of career services, director of student finance, director of student support, and the campus program chairs.

Does the campus have documentation to show that the CEP is evaluated at least annually?

☐ Yes ☐ No ☐ Not Applicable (new additional location or initial applicant only)

GENERAL COMMENTS:

Overall, the team found the CEP to be complete, well organized, and well written. The campus administrative leaders are committed to using the CEP as a major campus planning tool. It is clear from the review of CEP documents and discussion with campus administrators that the CEP for the Westwood College Arlington Ballston campus is being developed, maintained, and used to continuously improve educational and administrative activities and achieve campus goals and objectives, just as the Council desires.

2. ORGANIZATION

2.01	Is the following information regarding the campus appropriately stated in the catalog? (a) Governance, control, and corporate organization. ☐ Yes ☐ No (b) Names of the trustees, directors, and/or officers. ☐ Yes ☐ No (c) Names of the administrators. ☐ Yes ☐ No
2.02	Does the campus: (a) Adequately train its employees? ☐ Yes ☐ No (b) Provide them with constant and proper supervision? ☐ Yes ☐ No (c) Evaluate their work? ☐ Yes ☐ No
2.03	Is the administration of the campus efficient and effective? ☑ Yes ☐ No
2.04	Does the campus maintain written documentation to show that faculty and staff members: (a) Clearly understand their duties and responsibilities? ☐ Yes ☐ No (b) Know the person to whom they report? ☐ Yes ☐ No (c) Understand the standards by which the success of their work is measured? ☐ Yes ☐ No
2.05	Does the administration maintain documentation of the evaluation of the faculty and staff? ☐ Yes ☐ No
2.06	Has the campus adopted a policy on academic freedom that has been communicated to the faculty? ☑ Yes ☐ No
2.07	Does the campus have an appropriate grievance policy for faculty and staff?

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	⊠ Yes □ No		
2.08	Does the campus catalog or the student handbook contain an appropriate grievance address of ACICS? ☑ Yes ☐ No ☐ Not Applicable (initial applicants only)	policy for students that includes the name and	
2.09	Who is responsible for the financial oversight of the campus, and what are this person's The campus president, Mr. M. Lauck Walton, is responsible for the financial oversight he holds a bachelor's degree in Psychology and a master's degree in Business Administroy, New York. Mr. Walton was initially employed by Westwood College as the camp in April 2005 and became president of the Arlington campus in October 2012. He servand has worked in other for-profit career schools prior to starting with Westwood.	of the campus. As noted in the previous section stration from Rensselaer Polytechnic Institute in ous president of the Annandale, Virginia, campus	
GEN	ERAL COMMENTS:		
respo.	eam found the current organizational structure and campus management team to be promo onsibility among faculty, staff, and administration. Performance standards and monitoring ions are in place at the campus.		
3.	ADMINISTRATION		
3.01	Is there evidence that the chief on-site administrator(s) or the self-study coordina workshop within 18 months prior to the final submission of the self-study? Yes No	ntor for the campus attended an accreditation	
3.02	Are all staff well trained to carry out administrative functions? ☐ Yes ☐ No		
3.03	Who is the on-site administrator, and what are this person's qualifications? Mr. M. Lauck Walton, campus president, has been the on-site administrator at the Westwood College Arlington campus since October 2012. As stated previously, he holds a bachelor's degree in Psychology and a master's degree in Business Administration from Rensselaer Polytechnic Institute in Troy, New York, Mr. Walton was initially employed by Westwood College as the campus president of the Annandale, Virginia, campus in April 2005. Prior to starting work with Westwood, he served as an ACICS staff member from 1990-1998 and has worked in other for-profit career schools prior to starting with Westwood.		
3.04	Does the campus list degrees of staff members in the catalog? ☐ Yes ☐ No		
	If <i>Yes,</i> is appropriate evidence of the degrees on file? ⊠ Yes □ No		
3.05	Is there evidence that the campus keeps adequate records to support the following adm (a) Financial aid activities. Yes No Not Applicable (campus does not participate in fina (b) Admissions. Yes No (c) Curriculum. Yes No (d) Accreditation and licensure. Yes No (e) Guidance. Yes No (f) Instructional resources. Yes No (g) Supplies and equipment.		

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	 Yes □ No (h) The school plant. Yes □ No (i) Faculty and staff. Yes □ No (j) Student activities. Yes □ No (k) Student personnel. Yes □ No 	
3.06	Does the campus admit ability-to-benefit students? ☐ Yes ☐ No (Skip to Question 3.11.)	
3.11	Do student files contain evidence of graduation from high school or the equivalent? Yes No	
3.12	Are appropriate transcripts maintained for all students? ☑ Yes ☐ No	
3.13	Is the grading system fully explained on the transcript, and is it consistent with the grading system that ap \boxtimes Yes \square No	pears in the campus catalog?
3.14	Are student records protected from theft, fire, water damage, or other possible loss? Yes No	
3.15	Does the campus maintain transcripts for all students indefinitely? ☐ Yes ☐ No	
3.16	Does the campus maintain admissions data and other records for at least five years from the last date of at ⊠ Yes □ No	tendance for all students?
Based prepar and ca	TRAL COMMENTS: on review and observation of operations while on the campus, the visit team feels the current campus lead and trained to carry out the administrative functions they are assigned. Further, administrative functions to serve the educational mission and objectives of the programs being offered and the campus of the programs being offered and the campus of the programs. RELATIONS WITH STUDENTS	tions are generally coordinated
4.01	How many student files were reviewed during the evaluation? The team reviewed a total of 41 files selected from the following groups of students: pending gradu Financial Aid warnings, satisfactory academic progress (SAP) warnings, SAP dismissals, active students.	
4.02	Does the campus ensure that its student relations reflect high ethical standards? ☐ Yes ☐ No	
4.03	Does the campus have appropriate admissions criteria? ☑ Yes ☐ No	
4.04	Does the campus contract with third parties for admissions and recruiting purposes? ☐ Yes ☐ No	
4.05	Is there evidence to document that admissions criteria are applied consistently to all students admitted admissions criteria (e.g., that students admitted into specific programs for the same start date are admission?	

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	⊠ Yes □ No	
4.06	Does the admissions policy conform to the campus's mission?	
4.07	Is the admissions policy publicly stated? ⊠ Yes □ No	
4.08	Is the admissions policy administered as written? ☑ Yes ☐ No	
4.09	Does the campus use an enrollment agreement for each enrolled student that : (a) Clearly outlines the financial obligations of both the institution and the student? ☐ Yes ☐ No (b) Outlines all program related tuition and fees? ☐ Yes ☐ No (c) Has a signature of the student and the appropriate school representative? ☐ Yes ☐ No	
	Is there evidence that a copy of the agreement has been provided to the student? ⊠ Yes □ No	
4.10	Who is responsible for the oversight of student recruitment at the campus and what are this person's Mr. Isaiah Brooms, director of admissions, is responsible for the oversight of student recruitment degree in Education from Bradley University in Peoria, IL. Mr. Brooms started as an admissions assistant director of admissions in 2007 prior to becoming the director of admissions in 2009. Pr Mr. Brooms worked as a teacher in the Chicago public school system for one year and as assistant Academies for three years.	at the campus. He holds a bachelor's s representative in 2006 and became for to starting at Westwood College,
4.11	How is the team able to verify that the recruiting process for new students is ethical and compatible the campus? Mr. Brooms described the campus step-by-step recruitment process for the team. The prepresentatives are required to utilize, and the "College You" web-based guided presentation. The in length, and it includes disclosures on job placement stats, local career stats and finance presentation and initiated several interactive scenarios to verify general and programmatic accurbelieves the campus recruiting process for new students is ethical and compatible with the education.	rocess includes phone scripts that e web-based presentation is one hour rial aid data. The team viewed the tracy. Based on its review, the team
4.12	Are individuals engaged in admissions or recruitment activities communicating current and accurate (a) Courses and programs. Yes No (b) Services. Yes No (c) Tuition. Yes No (d) Terms. Yes No (e) Operating policies. Yes No	e information regarding the following?
4.13	Does the campus use prospective student names obtained as a result of a survey, canvass, or pronwhile a student, or as a result of other marketing activity? Yes No	nise of future employment or income
	If <i>Yes</i> , is the name of the campus clearly identified, and is there evidence that the reason for usage of the student? Yes No	of the name has been communicated to

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4.14	Does the state in which the campus operates require representatives to be licensed or registered? ☐ Yes ☐ No		
4.15	Are the titles of recruitment and enrollment personnel appropriate? ⊠ Yes □ No		
4.16	Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement? Yes		
4.17	Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards? Yes \sum No		
4.18	Does the campus have written policies and procedures for evaluating and accepting transfer of credit? ☐ Yes ☐ No		
4.19	Is there evidence that the campus properly awards transfer of credit? ☐ Yes ☐ No ☐ Not Applicable		
4.20	Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus? Yes No		
4,21	Has the campus established articulation agreements with other institutions? ☐ Yes ☐ No(Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs)		
	If Yes, has the campus published a list of institutions with which it has established the agreements? Yes No		
4.22	Does the campus provide documented notification to students of the articulation agreements and the transferability of credits in the programs that are offered? \square Yes \square No		
4.24	Is the standards of satisfactory academic progress policy published in the catalog? ☑ Yes ☐ No		
	If Yes, state the page number(s) where the standards of satisfactory academic progress policy is published? The standards of satisfactory academic progress policy is published on pages 70-73 of the catalog reviewed during the visit.		
4.25	Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following? (a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length. □ Yes □ No (b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame. □ Yes □ No (c) Procedures for re-establishing satisfactory academic progress. □ Yes □ No (d) A definition of the effects of the following on the CGPA and successful course-completion percentage: □ Withdrawals. □ Yes □ No □ No Incomplete grades. □ Yes □ No Non-punitive grades. □ Yes □ No Non-punitive grades. □ Yes □ No □ Not Applicable (campus does not offer)		

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	A Million of Million Company (No. 40) and the second of th
	Non-credit or remedial courses. ☐ Yes ☐ No ☐ Not Applicable (campus does not offer)
	A warning status.
	Yes No Not Applicable (campus does not use)
	A probationary period.
	⊠ Yes □ No
	An appeal process.
	Yes No Not Applicable (campus does not offer)
	The effect when a student changes programs.
	The effect when a student seeks to earn an additional credential.
	Yes No Not Applicable (campus only offers one credential)
	The implications of transfer credit. Yes \sum No
	∑165 □140
4.26	Does the campus apply its SAP standards consistently to all students?
	⊠ Yes □ No
1.27	F
4.27	Are students who are not making satisfactory academic progress properly notified? Yes No No Not Applicable (no students are in violation of SAP)
	☐ Not Applicable (no students are in violation of SAI)
4.28	Is SAP evaluated at the end of each academic year or at 50% of the normal program length if the program is one academic year in length
	or shorter?
	⊠ Yes □ No
4.29	Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a
3.44	minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?
4.30	Are students who are not making satisfactory academic progress at the end of the second year dismissed?
420	Yes No Not Applicable (all programs are less than two years)
	Est to Est the Est to Est
4,31	Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?
	⊠ Yes □ No
4.32	Are students allowed to remain on financial aid while under warning status?
4,24	Yes No Not Applicable (campus does not participate in financial aid)
	Z vo Z vo z vo pravena na manora na vo
	If Yes, is the student informed of this policy?
	⊠ Yes □ No
4.33	Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated and
1000	considered to be making satisfactory academic progress?
	⊠ Yes □ No
4_34	Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances?
	Yes No Not Applicable (campus does not have extended enrollment and/or does not participate in financial
	aid)
4.35	Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?
	Yes No Not Applicable (campus does not have extended enrollment)

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4.36	For students who have exceeded one and one-half times the standard time frame and were awarded the additional financial obligations waived? Yes No No No Applicable (there is no such student)	original credential, were any
4.37	Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs? ☐ No	
4.38	Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications? Ms. Emily Lawson, campus registrar, is responsible for the administration of satisfactory academic progress (SAP) at the Arlington Ballston campus. She holds a bachelor's degree in Psychology from the University of Virginia and a master's degree in School Psychology from Bowie State University. At the time of the visit, Ms. Lawson was in her second week on the job. Prior to starting in her current position, she worked for five years as a director of records at Global Health College. She also served as school psychology intern and day care specialist at county public schools, and parks and recreation agencies.	
4.39	Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs? Yes □ No	
4.40	Does the campus finance any of the following? (Mark all that apply.) (a) Scholarships. (b) Grants. (c) Loans. (d) The campus does not offer scholarships, grants, and/or loans. (Skip to Question 4.42.)	
	If <i>Yes</i> for any item, does the campus properly identify all scholarship, grant, and loan programs? ⊠ Yes □ No	
4.41	Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, so in its catalog? Yes No	cholarship and grant programs
4.42	Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees Yes No	
4.43	Are tuition and fees clearly stated in the catalog? ☑ Yes ☐ No	
	If Yes, have students confirmed receiving a copy of the catalog? ⊠ Yes □ No □ Not Applicable	
4.44	Do the financial records of students clearly show the following? (a) Charges. Yes No (b) Dates for the posting of tuition. Yes No (c) Fees. Yes No (d) Other charges. Yes No (e) Payments. Yes No (f) Dates of payment. Yes No (g) The balance after each transaction. Yes No	
4.45	Is the effective date listed on announcements of changes in tuition and fees?	

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4.46	Is the campus' refund policy published in the catalog? ⊠ Yes □ No	
4.47	Is the refund policy fair, equitable, and applicable to all students? ☑ Yes ☐ No	
4.48	Is the campus following its stated refund policy? ☑ Yes ☐ No	
4.49	Does the campus participate in Title IV financial aid? ⊠ Yes □ No (Skip to question 4.57)	
4.50	Who is responsible on-site for administering student financial aid, and what are this person's qualifications? Ms. Marsha Molina, director of student finance, is responsible for administering student financial aid at the campus. She holds bachelor's degree in Business Administration from Strayer University and is currently enrolled in a master's of Busines Administration degree program at the University of Phoenix. Ms. Molina has been director of student financial aid since March 2013 Prior to starting at the Westwood Arlington Ballston campus, she worked as senior reconciliation specialist, manger of title IV funds manager of corporate financial aid, business office manager, and retention coordinator at various career schools including Straye University and ITT Institute.	
4.51	Is the person who determines the amount of student awards <i>not</i> also responsible for disbursing those awards? Yes	
4.52	Are final student financial aid award determinations made by administrative individuals who are <i>not</i> responsible for recruitment? Yes \sum No	
4.53	Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures changes in the field? Yes No	
4.54	Describe how the financial aid office stays current with regulation and policy changes in financial aid (incomemberships in professional organizations held by this individual). The director of student finance and her staff stay current with regulation and policy changes by maintaing currer Virginia Association of Student Financial Aid Administrators (VASFAA), and attending VASFAA conferences through "Dear Colleague Letters" from the Department of Education; and "Center Update Calls" and finance provided by Westwood College central administration. The team also verified Ms. Molina's membership and action the National Association of Student Financial Aid Administrators (NASFAA).	at membership in the and industry events; ial aid staff training
4.55	Is there evidence that the financial aid administrator regularly participates in professional awareness activities? ☑ Yes ☐ No	
4.56	Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for conhour programs and/or clock-to-credit hour programs, including conversion ratios? Yes \sum No	
4.57	Does the campus provide discounts for cash received in advance of the normal payment schedule? Yes No (Skip to question 4.58.)	
	If Yes, is there evidence that the campus provides a copy of the written policy to all student applicants prior to enrolling Yes	nent?
	If Yes, is the size of the discount based on the financial benefit that the campus receives from the payment of cash required under the normal tuition payment schedule? Yes No Not Applicable	earlier than would be

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4.58	student orientation, etc. Student support identific childcare, and employme students with metrocards thereby allowing the exp books containing update three apartment listing be the University City Apar as a dorm provider for so provided to students on a	ices offered by the campus such as, but not limited to, structured tutoring, and the three greatest challenges that students deal with on this campus and the school year. The cost of these metrocards is included as a fee in ease to be funded through students' financial aid accounts. The team viewed available apartments, shared apartments, and shared rooms listings. Students for the District of Columbia, Maryland and Virginia areas. Additionally the shools that do not have dorn facilities. Packets containing resources for fair as needed basis. The support center also provides a daycare information recent issues are referred to career services.	are as follows: transportation, netrocard program that provides in the students' financial ledgers, ed an array of housing resource tents can view one or all of the the campus has a contract with ege students, essentially serving and homelessness issues are
	campus librarian manage	nove are offered to address the three greatest challenges identified for students a structured tutoring program for students needing academic assistance to the Student Support area.	
4.59	Are follow-up studies or campus' graduates? ☐ Yes ☐ No	graduate and employer satisfaction conducted at specific measuring points [Not Applicable	following the placement of the
	(Section 3-1-441(c)): The specific measuring point satisfaction with campus program advisory communicates a specific measuring point respondents, most research the feedback collected from the section of the section o	mber in parentheses and explain: e Arlington Ballston campus does not conduct follow-up studies on gradusts following the placement of campus graduates. The campus does collected operations just prior to their graduation. The campus also collected feed ttees employers to determine employer satisfaction. However, the employer ints following placement of graduates. Further, given the relatively low responsh design experts and statisticians would advise against drawing conclusions on the five advisory committee members.	ect data to determine students' back from 5 of 50 members of feedback is not being collected use rate and the small number of and making decisions based on
	being present at all of the employer satisfaction info	auck Walton, informed the team that Westwood College corporate is aware e campuses and is in the process of developing plans and a system for colle- promation. The collection of data and processing of responses to determine the of the findings wll be done at the campus level.	ecting the required graduate and
4.60	qualifications? Mr. George Jefferson, di at the campus. He holds DC. Mr. Jefferson has be	f responsible for the oversight of counseling students on employment opportune to of career services, is responsible for the oversight of counseling studer both a bachelor's and a master's degree in Business Administration from Ho en director of career services since June 2012. Prior to starting at Arlington job placement and admissions at Omega School of Audio Engineering and ge.	nts on employment opportunities ward University in Washington, Ballston campus, he worked for
4.61	Does the campus offer en ⊠ Yes	ployment assistance to all students? Not Applicable (campus enrolls only international students on a stu	ident visa)
4.62	Does the campus use plac ☐ Yes ☐ No If Yes, explain:	ement percentages or salary projections as part of its recruiting activities?	
	Salary projections and pla If Yes, does the campus m	acement percentages are discussed with students during their recruitment pro- aintain the required data on its graduates and nongraduates?	cess.
	⊠ Yes □ No		

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4.63	The beginning enrollment on the most current Campus Accountability Report (CAR) is 414. The ending enrollment reported on the previous year's CAR is 414.	
4.64	Was the team able to verify the retention rate for the campus and for each program as reported on the Ca (CAR) last submitted to the Council? ☐ Yes ☐ No ☐ Not Applicable	ampus Accountability Report
4.65	Are students who receive financial aid counseled concerning their student loan repayment obligations? Yes No Not Applicable (campus does not participate in financial aid)	
4.66	Describe the process the campus utilizes to ensure that students are counseled concerning their student loan restudents are required to access the web site "studentloans.gov" to complete surveys at least three times described they complete a survey at their advance meeting held during their entrance counseling. Second, they come Meeting following the completion of their finance package. And they do a final survey during their entrance provided with an exit packet containing information on loan repayment.	uring their enrollment. First, plete a survey at the "Ready
4.67	Describe the extracurricular activities of the campus (if applicable). Campus extra-curricular activities include: Karaoke, BBQ's and poetry nights; and free AIDs testing Students can also receive a \$25 grocery card for participation; a feast of sharing activity is conducted to bingo is played every day at lunch time in the student commons, winners receive a \$5 McDonalds' card; a ceremonies are conducted twice a year. Winners are presented tickets to a high-profile concert. This awar twice earning recipients tickets to the JayZ and Kanye West concerts.	or Thanksgiving; and speedy and perfect attendance award
5. E	DUCATIONAL ACTIVITIES	
5.01	Are the credentials awarded by the campus in compliance with its accreditation approval and in compliaws? ☑ Yes ☐ No	bliance with applicable state
5.02	Who is assigned to oversee the educational activities of all programs at the campus, and what are this person Ms. Dorothy Green, dean of academics, is assigned to oversee the educational activities of all program campus. She holds a bachelor's degree in Art and Education from Eastern Washington University and a perform City University. Before assuming her current position, Ms. Green was the program chair for the standard 2010. She holds a K-12 teaching certificate in the states of Washington and Florida. Ms. Green Communications and Video Game Design at the high school and postsecondary level since 1989.	ns at the Arlington Ballston master's degree in Education chool of design at the since
5.03	Does this person have appropriate academic or experiential qualifications? ⊠ Yes □ No	
5.04	Describe how the campus makes provisions for program administrators to have sufficient authority development and administration of the programs. Program administrators have a job description that clearly identifies their authority and responsibility for devof the programs. The job descriptions identify the chairs' authority in the areas of recommending for hiring termination of faculty; curriculum revision; textbook selection; class scheduling; and internship placem program administrators' duties are identified as approximately 60% teaching and 40% administration.	velopment and administration , evaluation, and if necessary
5.05	Is the time devoted to the administration of the educational programs sufficient? ☐ Yes ☐ No	
5.06	Is there a published policy on the responsibility and authority of faculty in academic governance? ☑ Yes ☐ No	

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5.07	Does the policy, at a minimum, address the role of the faculty in the following areas? (a) Development of the educational program. ☐ Yes ☐ No (b) Selection of course materials, instructional equipment and other educational resources. ☐ Yes ☐ No (c) Systematic evaluation and revision of the curriculum. ☐ Yes ☐ No (d) Assessment of student learning outcomes. ☐ Yes ☐ No (e) Planning for institutional effectiveness. ☐ Yes ☐ No	
5.08	Is there evidence that this policy has been adopted and faculty members are aware of it? Yes No	
5.09	Does the campus have any programs that require specialized programmatic accreditation to obtain entry-by the state in which the campus is approved? Yes No (Skip to question 5.11)	level employment or licensure
5.11	Was the team able to verify the backup documentation to support the placement rate for the program(s) that as reported on the last Campus Accountability Report submitted to the Council? ☐ Yes ☐ No ☑ Not Applicable	t hold specialized accreditation
5.13	Are the educational programs consistent with the campus' mission and the needs of its students? ☐ Yes ☐ No	
5.14	Do the formation of policies and the design of educational programs involve students, graduates, adminterested parties such as advisory committees? ☑ Yes ☐ No	ninistrators, faculty, and other
5.15	What provisions are made for individual differences among students? Instructors use a variety of instructional delivery methods to better meet the individual differences among Students who are having academic performance issues are reported to the appropriate program chair and to These two individuals use a variety of interventions, including tutoring by a faculty member to working with help. Additionally, students are able to request transfer credit for previous academic work and credit satisfactory grades and scores and to request the opportunity to be granted credit based on achieving a satisfactory grades for various courses.	he director of student support, ith individual students needing for CLEP exams passed with
5.16	Describe the system in place to evaluate, revise, and make changes to the curriculum. Recommendations from students, staff, faculty, advisory committee members, or employers can start change. The curriculum is continually reviewed by the academic dean, program chairs, and faculty at the Campus recommendations are forwarded to the corporate director of curriculum and curriculum review program areas. Curriculum revisions are made following final approval by corporate administration. Fac participation in the curriculum review process and indicated they felt their input was considered and valued	e Arlington Ballston campus. v committees for each of the ulty members confirmed their
5.17	Does the faculty participate in this process? ☑ Yes ☐ No	
5.18	Is credit appropriately converted in relation to total student contact hours in each class? ☐ Yes ☐ No	
	If No, insert the section number in parentheses, identify the courses, and explain: (Section 3-1-516(a)(i)): There is not appropriate documentation to evidence the 10-hour lecture portion of credit course is accurately scheduled. The academic credit analysis indicates the course consists of 165 leaves.	

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I credit of lecture. The course syllabus states that there is a 10-hour lecture component to the course. The class schedule provided to the team during the visit shows MEDI299 Externship as a class scheduled to meet Tuesdays and Thursdays from 2:30-5:00 pm with Mr. Kulsoom Shaikh identified as the instructor and five students enrolled. It is not clear from the class schedule, the course syllabus, and interviews with the program chair exactly what students who are registered for the class do during this scheduled time of 300 minutes per week, a total of 2700 minutes for the nine weeks of the term. Students currently completing the externship program told the team that they do not meet anytime on campus for the externship class. The program chair stated that he only meets with the students when the students are having issues with their externship; however, there is no appropriate documentation of any of these meetings. Thus, the team was not provided evidence during the visit that students are meeting to satisfy the 10-hour, 1-credit lecture portion of the MEDI299 course.

5.19	experiences, is there an established systematic method for evaluating and awar	rding academic credit to which the campus adheres?
		h credit)
	If <i>Yes</i> , is there appropriate documentation of the assessments of knowledge, sk ⊠ Yes □ No	tills, or competencies required?
5.20	Are courses and breaks scheduled appropriately, given the students' academic ba ☑ Yes ☐ No	ackground and the coursework involved?
5.21	programs are offered with no general education courses, skip to 5.22) (a) Facilities.	e of the general education courses? (If only nondegree
	 Yes ☐ No (b) Instructional equipment. Yes ☐ No 	
	(c) Resources. ☐ Yes ☐ No (d) Personnel.	
	⊠ Yes □ No	
5.22	Does the campus provide an environment for its faculty that is conducive to effe ☐ Yes ☐ No	ective classroom instruction?

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5.23	Are the quantity and type of instructional materials and equipment proportionate to the size of the campu Yes	us and types of programs?
5,24	Based on the team's observation of the instructional materials used, interviews with students and falicenses, is the campus in compliance with applicable licensing and copyright laws? Yes No	aculty, and a review of software
5.25	Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file ⊠ Yes □ No	for all instructors?
5.26	Have faculty transcripts from institutions not accredited by agencies recognized by the United State translated into English and evaluated by a member of the Association of International Credential Evaluation of Credential Evaluation Services (NACES) to determine the equivalency of the crede institutions in the United States? ☑ Yes ☐ No ☐ Not Applicable (no faculty members hold foreign credentials)	valuators (AICE) or the National
5.27	Is there documented evidence of a systematic program of in-service training at the campus? ☐ Yes ☐ No	
	If Yes, how is this documented? (Section 3-1-543): There is not satisfactory evidence in faculty files documenting completion of in campus for the following faculty members: Ms. Tamera Battle; Ms. Thalia Bishop; Ms. Erin Bode; M Kim; Mr. Michael O'Connell; Mr. Larnique Oheeoha; Mr. Hector Sandoval; Mr. Michael Seltzer; Wallace.	Is. Jeanine Chase Harris; Ms. Se
5.28	Is there evidence that appropriate faculty development plans have been developed and implemented annusupport completed activities listed on the plans? Yes No	ually, including documentation to
	If No for missing documentation of implementation, insert the section number in parentheses, list faculty (Section 3-1-543): There is not satisfactory documentation of professional growth activities for the follows. Tamera Battle; Mr. Bernardo Darquea; Mr. Michael O'Connell; Ms. Sandyha Reddy; Mr. Hector Sa Mr. Kulsoom Shakeh.	wing faculty members:
	Initially there was a lack of documentation of professional growth activities for faculty members in However, during the visit, campus administration was able to provide appropriate documentation of pro- faculty members except those listed above.	
5.29	Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetin ✓ Yes ✓ No	gs?
5.30	Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of programs? ☑ Yes ☐ No	development for the educational
5.31	Does the institution utilize contracts and/or agreements with other institutions or entities? ⊠ Yes □ No	
	If Yes , do the contracts and/or agreements comply with all requirements of the applicable criterion? \boxtimes Yes \square No	
	Similar to other Westwood College campuses, this campus has a consortium agreement with the Westv The consortium agreement has been submitted to and approved by the Council.	wood Online Division in Denver.
5.34	Are instructors teaching general education courses assigned in keeping with the minimum requirement	nts as stated in the Accreditation

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	Criteria? ⊠ Yes	□ No	
5.35		m include a minimum of 15 semester, 22.5 quarter hours, or their equivalent in general ☐ No	education courses?
5.36		s' general education courses meet Council standards in that the courses place emphasis ions associated with a particular occupation?	on principles and theory not on
5.37	degrees, profess	-half of all courses that are part of each associate's degree program taught by faculty onal degrees, or bachelor's degrees plus professional certification?	y members who have graduate
5.38		m include a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general No	eral education courses?
5.39	The second of th	s general education courses meet Council standards? ☐ No	
5.40		half of all lower-division subjects and all upper-division courses that are part of the bacters who have graduate degrees, professional degrees, or bachelor's degrees plus profes No	
COM Progra	ers of the campus a MENDATIONS: im and campus adr	ctors sincerely care about their personal and academic success. Students were also post dministration and staff with whom they have communicated. ninistrators are commended for hiring and employing faculty and staff members who leads to the commended for hiring and employing faculty and staff members who leads to the commended for hiring and employing faculty and staff members who leads to the commended for hiring and employing faculty and staff members who leads to the commended for hiring and employing faculty and staff members who leads to the commended for hiring and employing faculty and staff members who leads to the commended for hiring and employing faculty and staff members who leads to the commended for hiring and employing faculty and staff members who leads to the commended for hiring and employing faculty and staff members who leads to the commended for hiring and employing faculty and staff members who leads to the commended for hiring and employing faculty and staff members who leads to the commended for hiring and employing faculty and staff members who leads to the commended for hiring and employing faculty and staff members who leads to the commended for hiring and employing faculty and staff members who leads to the commended faculty and the commended f	
		DNAL FACILITIES	
6.01	Describe the physituation and any Westwood Colle five-story buildi facility was remneeds. Education commons (librar lighting for vide are used for the Administrative slocation of the	visical facility of the campus (include details such as campus location, square footage, other pertinent information). ge Arlington Ballston conducts operations in approximately 39,600 square feet of leng. As noted previously, the college operations were moved into the current facility is odeled and built-out based on specifications established by the college to meet its anal activities are conducted in a total of 22 classrooms and computer labs as well as y) area. Computer labs are located throughout the building; there is a green screen shotaping and photography to support the Design programs; and a newly designed and we Medical Assisting programs. The learning commons area as well as a student lounge space consists of offices and open modular areas located on all floors for campus ma campus, there is only very limited on-street parking available in the vicinity of the Washington Metro as their means of transportation to campus.	eased space on four floors in a in July 2011. The space in the educational and administrative a recently remodeled learning tooting room with approppriate ell-equipped lab and classroom are located on the third floor, magement and staff. Given the
6.02		utilize any additional space locations? No	
6.03	Does the campus	utilize campus additions?	

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	September 1, 20		
	Yes	⊠ No	
6.04	Are all facil	lities (including additional space and campus additions) appropriate for the size of th	ne student population and the programs
	⊠ Yes	□ No	
6.05	campus add (a) Equipn Yes (b) Instruct Yes	nent No tional tools No	ocations (including additional space and
	(c) Machin	lery □ No	
6.06	Is there evid	dence on file to show that all campus facilities are in compliance with fire, safety, and s No Not Applicable	sanitation regulations?
CENT	ERAL COMM	ADMITO	
profes		ance and provide an environment that positively supports the learning, teaching	g, and administrative activities being
condu		ATIONS	
7.]	PUBLIC	ATIONS	omerica (a) 2
7.]	PUBLIC What catalo	CATIONS og was used during the evaluation (please include the year, number, and volume if appr reviewed onsite was the Westood College 2013 Academic Catalog, volume 4, No. 2, 1	
7.]	PUBLIC What catalog	og was used during the evaluation (please include the year, number, and volume if appr	
7.] 7.01 7.02	PUBLIC What catalog The catalog Does the sel	og was used during the evaluation (please include the year, number, and volume if appropriately reviewed onsite was the Westood College 2013 Academic Catalog, volume 4, No. 2, 1 lf-study or additional location application part II accurately portray the campus?	Revised May 2013.
7.] 7.01 7.02 7.03	PUBLIC What catalog The catalog Does the sel Yes Does the cat Yes Does the cat Yes Language A table Yes (b) An indi	og was used during the evaluation (please include the year, number, and volume if approximeted onsite was the Westood College 2013 Academic Catalog, volume 4, No. 2, 1 accurately portray the campus? If-study or additional location application part II accurately portray the campus? No In No Italog contain the following items? In of contents and/or an index. No In No In index of contents and/or an index. In of contents and or or years for which the catalog is effective on the front page or cover	Revised May 2013: blled students?
7.] 7.01 7.02 7.03	PUBLIC What catalog The catalog Does the set Yes Does the cat Yes Does the cat Yes Language A table Yes (b) An indi Yes (c) The nan Yes	og was used during the evaluation (please include the year, number, and volume if approximeted onsite was the Westood College 2013 Academic Catalog, volume 4, No. 2, 1 lf-study or additional location application part II accurately portray the campus? No No	Revised May 2013. olled students? page.
7.] 7.01 7.02 7.03	PUBLIC What catalog The catalog Does the sel Yes Does the cat Yes Language A table Yes (b) An indi Yes (c) The nan Yes (d) A state Yes (e) A state Yes (e) A state	og was used during the evaluation (please include the year, number, and volume if approximeted onsite was the Westood College 2013 Academic Catalog, volume 4, No. 2, 1 accurately or additional location application part II accurately portray the campus? No	Revised May 2013. olled students? page.
7.] 7.01 7.02 7.03	PUBLIC What catalog The catalog Does the sel Yes Does the cat Yes Does the cat Yes Co An indi Yes Co The nan Yes (d) A state: Yes (e) A state: Yes	og was used during the evaluation (please include the year, number, and volume if approximeted onsite was the Westood College 2013 Academic Catalog, volume 4, No. 2, 1 accurately or additional location application part II accurately portray the campus? No	Revised May 2013: olled students? page.
condu	PUBLIC What catalog The catalog Does the sel Yes Does the cat Yes Does the cat A table Yes (b) An indi Yes (c) The nan Yes (d) A state Yes (e) A state Yes (f) A miss: Yes (g) A listin	og was used during the evaluation (please include the year, number, and volume if approximeted onsite was the Westood College 2013 Academic Catalog, volume 4, No. 2, 1 accurately or additional location application part II accurately portray the campus? No	Revised May 2013. folled students? page. de corporation.

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	(i) A full disclosure of the admission requirements.
	⊠ Yes □ No
	(j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock
	hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in
	the field; and any additional requirements that must be met to complete the curriculum. Yes No
	Yes No (k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description
	of the course contents, and any necessary prerequisites.
	⊠ Yes □ No
	 (1) An explanation of the grading system that is consistent with the one that appears on the student transcript. ✓ Yes □ No
	(m) A definition of the unit of credit.
	(n) A complete explanation of the standards of satisfactory academic progress. ☐ Yes ☐ No
	(o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.
	⊠ Yes □ No
	(p) The transfer of credit policy.
	∑ Yes
	(q) A statement of the tuition, fees, and any other charges. ☐ Yes ☐ No
	(r) A complete and accurate listing of all scholarships, grants, and/or loans offered.
	Yes No Not Applicable (no scholarships, grants, or loans offered)
	(s) The refund policy.
	Yes No
	(t) A statement describing the student services offered.
	Yes No
	(u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).
	Yes No Not Applicable (initial applicants only)
7.05	Does the campus offer degree programs?
	⊠ Yes □ No
	If Yes, does the catalog contain the following?
	(a) An explanation of the course numbering system (for all levels).
	⊠ Yes □ No
	(b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and bachelor's degrees only).
	⊠ Yes □ No
	(c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only). Yes No
	(d) Identification of courses that satisfy the upper-division (for bachelor's degrees only).
	⊠ Yes □ No
7.06	Does the campus offer courses and/or programs via distance education?
7.00	✓ Yes No (Skip to Question 7.07.)
	If Yes, does the catalog contain the following?
	 (a) A description of each mode of delivery used for distance education courses.
	⊠ Yes
	(b) Any additional or different admissions requirements for students taking distance education courses.
	(c) A description of any tests used to determine access to distance education.

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	 (d) A description of the resources and equipment the students must have to avail themselves of distance edu Yes □ No (e) Costs and fees associated specifically with distance education. 	acation instruction.
	Yes No Not Applicable (there are no additional costs and fees)	
7.07	Does the catalog contain an addendum/supplement? ☐ Yes ☐ No (Skip to Question 7.08.)	
	(a) Is the catalog updated at an appropriate interval (the addendum/supplement should not be used as expectation)?	a substitute for meeting this
	 ✓ Yes No (b) Does the addendum supplement include the school name, location, and effective date for the entire sections if effective dates vary)? ✓ Yes No 	document (or for individual
	 (c) Do students receive a copy of the addendum/supplement with the catalog? ✓ Yes	
7.08	Is the catalog available online? Xes No (Skip to Question 7.09.)	
	If <i>Yes</i> , does it match the hard copy version? ☑ Yes ☐ No	
7.09	Does the campus utilize a multiple-school catalog? ☑ Yes ☐ No (Skip to Question 7.10.)	
	If <i>Yes</i> , answer the following: (a) Are all campuses using the same catalog of common ownership? ✓ Yes □ No	
	 (b) Are all photographs utilized properly labeled to identify the location depicted? ✓ Yes ✓ No 	
	(c) Are faculty and staff listings properly identified with respect to the campus to which they belong? ☐ Yes ☐ No	
7.10	Is all advertising and promotional literature, through any type of media (social media, website, newspapers, Yes No	etc.), truthful and dignified?
7.11	Is the correct name of the campus listed in all advertising, web postings and promotional literature? \boxtimes Yes \square No	
7,12	Where does the campus advertise (publications, online, etc.)? The campus advertises using raidio/television spots, print ads, brochures, and via the internet. Further, Wes media sites such as Facebook, Twitter, YouTube, and LinkedIn.	stwood College utilizes social
	Are all print and electronic advertisements under acceptable headings? ☑ Yes ☐ No	
7.13	Does the campus use endorsements, commendations, or recommendations in its advertising? ☐ Yes ☐ No (Skip to Question 7.14.)	
	If <i>Yes</i> , is there evidence that prior written consent was obtained and that all representations are factual and polytes	ortraying current conditions?
7.14	Does the campus utilize services funded by third parties?	

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	☐ Yes	No (Skip to Question 7.15.)	
7.15	Does the ca graduates? Yes	ampus avoid offering monetary incentives to attract students and avoid making guarantees for No	or job placement or salary for
7.16	Is the phrase ⊠ Yes	e "for those who qualify" properly referenced in all advertising that mentions financial aid? No Not Applicable (campus does not participate in financial aid)	
7.17		ntional performance information does the campus routinely provide to the public? s routinely provides graduation, retention and placement rates on their Westwood College webs	ite.
		is information published and how frequently is this information being updated? ation is available via a consumer information link on the Westwood College campus webstite a	nd is updated annually.
8. 1	LIBRAR	Y, INSTRUCTIONAL RESOURCES, AND TECHNO	OLOGY
8.01	Does the car	mpus develop an adequate base of library resources?	
8.02	Does the car	mpus ensure access of library resources to all faculty and students, including students at nonma	in campuses?
8.03	Does the ca process?	ampus provide training and support to faculty and students in utilizing library resources as a	n integral part of the learning
8.04	Are adequat ⊠ Yes	te staff provided to support the development, organization of the collection, and access of lib	rary resources?
8.05	Every effor program add An effort ha	by the campus develops continuous assessment strategies for resources and information services t is made to meet the requests of students and faculty for library resources. In light of reditions, materials that have become irrelevant or dated are being replaced by titles acquired as also been made to provide access to the library page in MyPath for all campus students t, and the links are more stable than in WConnect which was previously used by the campus.	ecent curriculum changes and to support the new programs.
	Are these m ⊠ Yes	nethods appropriate?	
8.06	Is the library	y staff adequately trained to support the library?	
8.07		pus' established annual budget appropriate to the size and scope of the campus and the appropriately expended for the purchase of books, periodicals, library equipment, and	
8.08		amount of the current year's library budget excluding personnel allocations? year's library budget is \$17,500	
8.09	Of the \$17,5	on of the current year's library budget has been spent and how has the money been allocated? 500 budget amount, \$4,232 has been spent on periodicals and \$580 on electronic resources: plu ic resources for the current year.	s, a total of \$6,380 is allocated
8.10	Is there evid	dence that the faculty have major involvement in the selection of library resources?	

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	⊠ Yes □ No	
8.11	Are the library hours adequate to accommodate the needs of all students? ☑ Yes ☐ No	
8.12	Describe how the faculty inspire, motivate, and direct student usage of the library resources? Students and faculty who were interviewed, as well as the librarian confirmed there are assignments available in the learning commons area for most courses. This was also confirmed during a review students and instructors.	
	Are these methods appropriate? ☑ Yes ☐ No	
8.13	Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organiz ⊠ Yes □ No	ze the library materials?
8.14	Are records of physical and/or online resources and circulation accurate and up to date? ⊠ Yes □ No	
8.15	If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and ac evidence of student use documented? Yes No Not Applicable (no interlibrary agreements)	ecessibility to the students, and is
8.16	Describe any full-text online collections available to students. Westwood College maintains a system-wide website that allows students, faculty, and other users catalog and the College's online database collection. The online database collection includes index and periodicals, newspapers, newsletters, transcripts, legal materials, and statistical tables. The availab Academic Search Premier, Computer Source, Greenfile, LexisNexis Academic, Points of View Refe ProQuest Statistical, Britannica Online, e-Books on EBSCOhost, and STAT!Ref. In addition, users I 360 Suite, which includes a power search of all library databases with links to full-text.	I full-text access to thousands of the databases include EBSCO's prence Center, Proquest Central,
8,17	Are the library physical holdings and /or full-text online collections up to date and adequate for the size of and enrollment in its educational programs? Yes No	ze of the campus and the breadth
8.18	Does the library collection include holdings in the humanities, arts, social sciences, and sciences, inclu ☐ Yes ☐ No	ding mathematics?
8.19	Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site? Mr. Mark Herro is the on-site librarian. He holds a bachelor's degree in Business Administration and Information Science from the University of South Carolina. He has a provisional professional libra South Carolina, and has been in his current position since January 2010. Previously, he worked at the library system for approximately 10 years.	arian certificate for the State of
	Does this individual: (a) Supervise and manage the library and instructional resources? ☐ Yes ☐ No (b) Facilitate the integration of instructional resources into all phases of the campus's curricular and edu ☐ Yes ☐ No (c) Assist students in the use of instructional resources? ☐ Yes ☐ No	cational offerings?
8.20	Are all individuals who supervise the library and assist students with library functions well-trained araiding in the use of the library technologies and resources? ☑ Yes ☐ No	nd competent in both using and

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	The team reviewed a well-organized library handbook that includes a description of the trainistudent workers, tutors, and the Friday administrator of the learning commons area.	ing program for the library assistant,
8.21	Have library staff transcripts from campuses not accredited by agencies recognized by the United translated into English and evaluated by a member of the National Association of Credential Association of International Credential Evaluators (AICE) to determine the equivalency of the degree the United States? Yes No Not Applicable (staff do not hold foreign credentials)	Evaluation Services (NACES) or the
8.22	Is documentation on file to reflect the librarian's participation in professional growth activities? ☐ Yes ☐ No	
8.23	Are the hours the library is open adequate to accommodate the needs of all students? ☐ Yes ☐ No	
	According to information posted in the area, the learning commons is open 8:00 AM - 8:00 PM 5:00 PM on Friday.	M, Monday-Thursday, and 8:00 AM-
8.24	Does the library make available appropriate reference, research, and information resources to preeducational offerings and to enhance student learning? ☑ Yes ☐ No	ovide basic support for curricular and
8.25	Are appropriate reference materials and periodicals available for all programs offered? ☑ Yes ☐ No	
8.26	Are the instructional resources organized for easy access, usage, and preservation? ☑ Yes ☐ No	
8,27	Is there a current inventory of instructional resources? ☑ Yes ☐ No	
8.28	Does the campus have appropriate and sufficient instructional resources, equipment, and materobjectives and the needs of its students? Yes No	rials to meet its educational program
GEN	NERAL COMMENTS:	
The backs	Arlington campus is fortunate to have Mr. Herro managing the learning commons area. He has ground for his current position. His passion for assisting students to be successful in using library resoluty and students confirm that Mr. Herro is committed to developing campus library resources and ities that encourage and facilitate use of the on-site and online resources.	urces is apparent when talking to him.
9.	PROGRAM EVALUATION	
	Academic Associate's Degree in Business Administration Bachelor's Degree in Business Administration: Accounting Bachelor's Degree in Business Administration: Healthcare Management Bachelor's Degree in Business Administration: Management Bachelor's Degree in Business Administration: Marketing Management	
9.01	Is licensure, certification or registration required to practice in the specific career field? Yes No (Skip to question 9.02)	
9.02	Who is assigned to administer the academic program(s), and what are this person's qualifications?	

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Mr. Kevin Barker, program chair of the school of business, has been assigned to administer the five business programs and the two Construction Management programs since August 2011. He holds a bachelor's degree in Sociology from William Jewell College and a master's degree in School Administration from Grace College. He is certified as a Lead Certified Renovator from the LEADTEC

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	Services, Inc., and has over 18 years of professional business and construction management experience with the Levine Group and Cook Brother's Inc. as a production manager and as co-owner of CBS Homes, Inc. where he served as president. In addition, he has over 11 years of experience in education as an instructor and administrator.
9.03	Does this individual possess appropriate academic or experiential qualifications? ☐ Yes ☐ No
9.04	Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)? Yes \sum \sum No
9.05	Are the time and resources devoted to the administration of the educational program(s) sufficient? ✓ Yes ☐ No
9.06	Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas: (a) Student retention rate of 62%?
	Yes No Not Applicable (Additional Location Inclusion only)
	(b) Student placement rate of 58%? ☐ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
	The retention rate for the bachelor's degree program in Business Administration: Management is 61.1% as reported on the 2012 CAR.
	If No for either item does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard?
	Yes ☐ No ☐ Not Applicable (Additional location only)
	The CEP includes an appropriate program improvement plan for the bachelor's degree in Business Administration: Management,
9.07	List the community resources and describe how they are utilized to enrich the program(s). The team reviewed documentation for program advisory committee (PAC) meetings and field trips which verify the community resources being utilized to enrich the business program being offered. The most recent PAC meeting was held on May 22, 2013. The committee is comprised of various business professionals from various local organizations. Documentation of two field trips for Business Administration students was also reviewed. On August 31, a class visited a journalism museum that focused on ethics and electronic media, and on September 1 there was a field trip to a marketing and communications company that demonstrated various types of media and communications used in the marketing industry.
9.08	Is the utilization of community resources sufficient to enrich the program? ☑ Yes ☐ No
9.09	Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both? Yes No
9.10	Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives? Yes No
9,11	For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
	Yes No Not Applicable (these elements are not part of the program or no student is at the point of needing them)
9.12	Does the program use independent studies? No (Skin to question 9.14)

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9,13	Are indepen	ndent studies used appropriately, and is there a contract signed by the student and	d the institution that meets Council standards?
	⊠ Yes	□ No	
9.14	Are the cur ⊠ Yes	riculum and length of the program appropriate to meet the educational and place No	ment objectives of the program?
9.15	Are course ⊠ Yes	prerequisites appropriate, are they identified in the catalog and on the course s	yllabi, and are they being followed?
9.16	(a) Title an Yes (b) Course Yes (c) Course Yes (d) Instruc Yes (e) Learnin Yes (f) Instruc Yes (g) Topica Yes (h) Instruc Yes (i) Assess Yes (j) Method Yes (k) Date th	priately detailed syllabus on file for each course that includes: No	lock-to-credit hour programs only:
	(l) Out-of ⊠ Yes	f-class work assignments that support the learning objectives for the course No Not Applicable (Additional Location Inclusion) ription of the minimum amount of time a student is expected to spend on comple No Not Applicable (Additional Location Inclusion)	
9.17	Do students	s confirm that they receive a course syllabus and that it is followed?	
9.18	Are the cou	urses available when needed by the student in the normal pursuit of a program o	of study?
9.19		am able to verify the backup documentation to support the placement rate for the ility Report submitted to the Council? No Not Applicable (there have been no graduates)	ne program(s) as reported on the last Campus
	There were	no graduates from the associate's degree in Business Management program as re	eported on the 2012 CAR.
		calls to employers or graduates were attempted?	

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	How many calls to employers or graduates were success Bachelor's degree programs in Business Administration		
	How many of the successful contacts confirmed the empletween the number of successful contacts and confirmate Bachelor's degree programs in Business Administration	ations.	Please explain any discrepancy
9.20	Was documentation on file to verify graduates classified ⊠ Yes □ No □ Not Applicable	on the CAR as "not available for placement"?	
9.21	Does the campus participate in Title IV financial aid? ✓ Yes No (Skip to question 9.24)		
9.22	Does the campus' written procedures (as evidenced by thour as defined by the U.S. Department of Education fo ☐ Yes ☐ No ☐ Not Applicable (Clo		olicy and definition of a credit
9,23	Is there evidence that out-of-class work or the equivalen ☐ Yes ☐ No ☐ Not Applicable (Clo	ncy is being evaluated? nck hour programs only)	
	If Yes, briefly describe the documentation of evaluation Samples of graded homework assignments were provide grade book that tracks a student's progress through the oprojects, tests and other assessments.	ded to the team for review, and program instructor	
9.24	Are the following appropriate to adequately support the (a) Facilities. Yes No (b) Instructional equipment. Yes No (c) Resources. Yes No (d) Personnel. Yes No	number and nature of the program?	
9.25	Are the following elements appropriately incorporated in (a) Systematic planning. Yes No (b) Well-defined instructional objectives. Yes No (c) The selection and use of appropriate and current leased yes No (d) Appropriate modes of instructional delivery. Yes No (e) The use of appropriate assessment strategies. Yes No (f) The use of appropriate experiences.		
9.27	Do the faculty members' qualifications meet the n qualifications academically and experientially appropri		
9.28	Is the size of the faculty appropriate to the total student ☐ Yes ☐ No	t enrollment?	

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9.29		the second secon	- and part-time faculty employed to ensure sound direction and continuity of c	levelopment for the program?	
	⊠ Yes	□ No			
9.30		loads reasona	ble?		
	⊠ Yes	☐ No			
9.38			quired to complete the program at least 60 semester hours, 90 quarter hours, o six quarters, or the equivalent?	r their equivalent, earned over	
9.39	Is there a mi ☑ Yes	nimum of 30 s	semester hours, 45 quarter hours, or their equivalent in courses within the area	of concentration?	
9.40	degree?	1- 5	ntitatively and qualitatively approximate the standards at other collegiate	institutions offering the same	
	⊠ Yes	□ No			
9.41	Is enrollmen ⊠ Yes	t in the second	d academic year of the two-year program sufficient to support regularly sched Not Applicable (no students in the second year)	uled classes?	
9.42	Are the seco	nd-year cours	es based upon appropriate first-year prerequisites? Not applicable		
9.43			quired to complete the program at least 120 semester hours, 180 quarter hou esters, 12 quarters, or the equivalent?	urs, or their equivalent, earned	
9.44	Is there a mi	nimum of 60 s	semester hours, 90 quarter hours, or their equivalent in courses within the area	of concentration?	
9.45	describe the	requirements f	ly the last two years of the bachelor's degree program, do the catalog and a for admission?	Il advertising materials clearly	
	⊠ Yes	□ No	☐ Not Applicable (institution offers all four years of the degree)		
9.46	Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same				
	degree? ⊠ Yes	□ No			
9.47	Is enrollmen work?	t in the third	and fourth years of the bachelor's program sufficient to support regularly scl	neduled classes and laboratory	
	⊠ Yes	☐ No	☐ Not Applicable (no students in the third and fourth years)		
9.48	Are the third	l- and fourth-y ☐ No	rear courses based upon appropriate prerequisites?		
GENE	ERAL COMM	ENTS:			
During	g interviews, str	idents general	ly expressed appreciation for their instructors and their willingness to help stud	ents understand concepts, learn	
skills,	and achieve lea	rning outcome	es in classes.		

COMMENDATIONS:

The team commends the campus on its very professional and accommodating staff, committed faculty, clean and inviting study areas, exceptional library and learning resources, and the overall academic environment and dedication to student success.

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9. PROGRAM EVALUATION

and evaluation criteria?

Academic Associate's Degree in Construction Management Bachelor's of Science Degree in Construction Management

9.01	Is licensure, certification or registration required to practice in the specific career field? Yes No (Skip to question 9.02)
9.02	Who is assigned to administer the academic program(s), and what are this person's qualifications? As stated in the previous section, Mr. Kevin Barker, program chair for the school of business, is assigned to administer the two Construction Management programs. He has been the program chair since August 2011. He holds a bachelor's degree in Sociology from William Jewell College, a master's degree in School Administration from Grace College, and is certified as a Lead Certified Renovator from the LEADTEC Services, Inc. Mr. Barker has over 18 years of professional business and construction management experience as a production manager and co-owner of CBS Homes, Inc., where he served as president. He also has over 11 years of experience as an instructor and administrator.
9.03	Does this individual possess appropriate academic or experiential qualifications? ☑ Yes ☐ No
9.04	Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)? Yes No
9.05	Are the time and resources devoted to the administration of the educational program(s) sufficient? ☐ Yes ☐ No
9.06	Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas: (a) Student retention rate of 62%? Yes No Not Applicable (Additional Location Inclusion only) (b) Student placement rate of 58%? Yes No Not Applicable (Additional Location Inclusion only)
	The bachelor's degree program in Construction Management exceeded the standards for retention and placement for the 2012 CAR period. There is no enrollment in the associate's degree program as reported on the 2012 CAR.
9.07	List the community resources and describe how they are utilized to enrich the program(s). The Construction Management programs are enriched by utilizing a program advisory committee (PAC), field trips, and guest speakers. These activities are used to gain insight from professionals doing business in the field and to ensure students are learning the necessary skills and knowledge to compete for jobs in the local market.
9.08	Is the utilization of community resources sufficient to enrich the program? ☐ Yes ☐ No
9.09	Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both? ☑ Yes ☐ No
9.10	Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives? Yes No
9.11	For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements.

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	Yes them)	□ No	Not Applicable (these elements are not part of the program or no s	tudent is at the point of needing
9.12	Does the pro ☐ Yes		pendent studies? p to question 9.14)	
9,13	Are indepen	dent studies use	ed appropriately, and is there a contract signed by the student and the institution	on that meets Council standards'
	⊠ Yes	□ No		
9.14	Are the curr	iculum and leng	gth of the program appropriate to meet the educational and placement objective	es of the program?
9.15	Are course j ⊠ Yes	prerequisites ap	opropriate, are they identified in the catalog and on the course syllabi, and ar	e they being followed?
9.16	(a) Title an Yes (b) Course Yes (c) Course Yes (d) Instruct Yes (e) Learnin Yes (f) Instruct Yes (g) Topical Yes (h) Instruct Yes (i) Assessr Yes (j) Method Yes (k) Date the Yes For Title IV (l) Out-of-	d course descri	and/or corequisites ours/credits and references course	
9.17	Do students ☑ Yes	confirm that th	ney receive a course syllabus and that it is followed?	
9.18	Are the cour	rses available w	when needed by the student in the normal pursuit of a program of study?	
9,19			y the backup documentation to support the placement rate for the program(s) nitted to the Council? Not Applicable (there have been no graduates)	as reported on the last Campus

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	As noted in item 9.06 above, there are no enrollments in the associate's degree in the Construction Management program as reported on the 2012 CAR.
	How many calls to employers or graduates were attempted? Bachelor's degree in Construction Management: 5
	How many calls to employers or graduates were successful? Bachelor's degree in Construction Management: 4
	How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations. Bachelor's degree in Construction Management: 4
9.20	Was documentation on file to verify graduates classified on the CAR as "not available for placement"? ☑ Yes ☐ No ☐ Not Applicable
9.21	Does the campus participate in Title IV financial aid? ⊠ Yes □ No (Skip to question 9.24)
9.22	Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding? Yes No Not Applicable (Clock hour programs only)
9.23	Is there evidence that out-of-class work or the equivalency is being evaluated? ☑ Yes ☐ No ☐ Not Applicable (Clock hour programs only)
	If Yes, briefly describe the documentation of evaluation viewed on site. The team reviewed syllabi and, during visits to classes, reviewed current homework that students had completed and submitted, and the instructor had graded in accordance with the requirements defined on the syllabi.
9.24	Are the following appropriate to adequately support the number and nature of the program? (a) Facilities. ☐ Yes ☐ No (b) Instructional equipment, ☐ Yes ☐ No
	(c) Resources. ☐ Yes ☐ No (d) Personnel. ☐ Yes ☐ No
9,25	Are the following elements appropriately incorporated into the instructional components of the program? (a) Systematic planning. Yes No (b) Well-defined instructional objectives. Yes No
	(c) The selection and use of appropriate and current learning materials. ⊠ Yes □ No
	 (d) Appropriate modes of instructional delivery. ✓ Yes ☐ No (e) The use of appropriate assessment strategies.
	 Yes ☐ No (f) The use of appropriate experiences. Yes ☐ No
9.27	Do the faculty members' qualifications meet the minimum requirements outlined in the <i>Accreditation Criteria</i> , and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

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VER. S	September 1, 20	113 ACICS INITI	AL, REEVALUATION, OR ADDITIONAL LOCATION INCLUSION REPORT	Page 33 of 52		
	⊠ Yes	□ No				
9.28	Is the size o	of the faculty ap	opropriate to the total student enrollment?			
9.29	Is an adequ	iate core of full-	and part-time faculty employed to ensure sound direction and continuity of	development for the program?		
9,30	Are teachin ☑ Yes	ng loads reasonal	ble?			
9.38			quired to complete the program at least 60 semester hours, 90 quarter hours, six quarters, or the equivalent?	or their equivalent, earned over		
9.39	Is there a n ⊠ Yes	ninimum of 30 s	semester hours, 45 quarter hours, or their equivalent in courses within the are	a of concentration?		
9.40	Does the degree?	curriculum quar	ntitatively and qualitatively approximate the standards at other collegiate	institutions offering the same		
9,41	Is enrollme ⊠ Yes	ent in the second	d academic year of the two-year program sufficient to support regularly sched Not Applicable (no students in the second year)	duled classes?		
9.42	Are the sec	cond-year course	es based upon appropriate first-year prerequisites? Not applicable			
9.43			quired to complete the program at least 120 semester hours, 180 quarter ho esters, 12 quarters, or the equivalent?	urs, or their equivalent, earned		
9.44	Is there a n	ninimum of 60 s	semester hours, 90 quarter hours, or their equivalent in courses within the are	a of concentration?		
9.45		tution offers onle e requirements f	ly the last two years of the bachelor's degree program, do the catalog and a for admission? Not Applicable (institution offers all four years of the degree)	all advertising materials clearly		
9,46	degree?		ntitatively and qualitatively approximate the standards at other collegiate	institutions offering the same		
	⊠ Yes	□ No				
9.47	Is enrollme work?	Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?				
	⊠ Yes	☐ No	☐ Not Applicable (no students in the third and fourth years)			
9.48	Are the thin ⊠ Yes	rd- and fourth-y No	rear courses based upon appropriate prerequisites?			
	ERAL COMM onstruction M		grams offered at the Arlington Ballston campus are well conceived, directed, ar	nd taught.		

COMMENDATIONS:

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This is a well run campus with competent and caring faculty, administration and staff all dedicated to the single goal of student success. Students who were interviewed stated they are pleased with the education they are receiving and feel they are acquiring the necessary skills to be competitive in the global market place.

9. PROGRAM EVALUATION

	Academic Associate's Degree in Criminal Justice
	Bachelor's Degree in Criminal Justice Bachelor's Degree in Criminal Justice: Major in Administration
	Bachelor's Degree in Criminal Justice: Major in Investigation
9.01	Is licensure, certification or registration required to practice in the specific career field? Yes No (Skip to question 9.02)
9.02	Who is assigned to administer the academic program(s), and what are this person's qualifications? Mr. Leroy Hendrix, program chair for the school of criminal justice, is assigned to administer the four programs. He holds a bachelor's degree in Occupational Education from Southern Illinois University, a master's degree in Management from John Hopkins University, and membership in the following professional organizations: National Polygraph Association; Law Enforcement Technicians: Association of Re-Entry Professionals; and National Organization of Blacks in Law Enforcement. Mr. Hendrix transferred to the Arlington Ballston campus from the Westwood campus in Los Angeles in June 2013 to become the Criminal Justice program chair. Prior to starting at Westwood College, he retired from the United States Secret Service as an agent. Mr. Hendrix leads and is supported in his program chair position by two full-time instructors and four adjunct instructors.
9.03	Does this individual possess appropriate academic or experiential qualifications? ☑ Yes ☐ No
9.04	Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)? Yes No
9.05	Are the time and resources devoted to the administration of the educational program(s) sufficient? Yes No
9.06	Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas: (a) Student retention rate of 62%?
	Yes No No Not Applicable (Additional Location Inclusion only)
	 (b) Student placement rate of 58%? ✓ Yes
	The bachelor's degree programs in Criminal Justice exceeded the retention and placement standards for the 2012 CAR period. There is no enrollment in the associate's degree program as reported on the 2012 CAR.
9.07	List the community resources and describe how they are utilized to enrich the program(s). The Criminal Justice programs are enriched by several different types of community resources such as a program advisory

committee, field trips, guest speakers, and participation in community events. The team reviewed program advisory committee meeting minutes for May 2013 and May 2012. The field trips consisted of visits to Upper Malboro Courthouse, the Crime and Punishment Museum, the Drug Enforcement Museum, and a tour of the Holocaust Museum. Guest speakers provided presentations on topics such as "Police Education in What Works: From United States to the United Kingdom," "Doorways for Women and Families-Domestic Violence," Alcohol, Tobacco, and Firearms Presentations on "Women in Criminal Justice," and "Drugs and Narcotics." Students enrolled in the Criminal Justice programs also participated in the following community events: Cardiopulmonary Resuscitation (CPR) training, a Blood Drive, and a Help Fight Hunger program. Some students also participated in Certified Emergency Response Team Training and then were available for emergencies. The team was provided appropriate documentation to verify all of the activities.

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VER. 3	eptember 1, 20	113 ACIGS INTI	AL, REEVALUATION, OR ADDITIONAL EGGATION INCLUSION REPORT	Fage 33 01 32
9.08 1	s the utilization	on of community	resources sufficient to enrich the program?	
			toodates sametal to tallen are program.	
	⊠ Yes	□ No		
9.09	Does the c credential, Yes		ence a well-organized sequence of appropriate subjects leading to an occup	pational objective, an academic
9.10	Does the ca ⊠ Yes	italog and/or oth	ner advertising material such as brochures and web site, accurately describe the	program and its objectives?
9.11	outlines the		practica, externships, or internships, does the institution have a written and between the institution and the practicum site, including specific learning of	
	Yes them)	□ No	Not Applicable (these elements are not part of the program or no st	udent is at the point of needing
9.12	Does the pr		pendent studies? ip to question 9.14)	
9.14	Are the cur Yes	riculum and len	gth of the program appropriate to meet the educational and placement objective	es of the program?
9.15	Are course Yes	prerequisites a	ppropriate, are they identified in the catalog and on the course syllabí, and are	e they being followed?
9.16	(a) Title a Xes (b) Course Xes (c) Course Yes (d) Instruc Yes (e) Learni Yes (f) Instruc Yes (g) Topica Yes (h) Instruc Yes (i) Assess Yes (j) Metho Yes (k) Date th Yes For Title I (l) Out-of Yes	nd course descri	nd/or corequisites ours/credits and references course	
9.17	Do student	e confirm that t	hey receive a course syllabus and that it is followed?	
- A C	Do budelli	e community man n	del receive a compe of theore and man it to tomo med.	

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VER. S	september 1, 20	13 ACICS INITIA	AL, REEVALUATION, OR ADDITIONAL LOCATION INCLUSION REPORT	Page 36 of 52
	⊠ Yes	□ No		
9.18	Are the cou	rses available w	hen needed by the student in the normal pursuit of a program of stu	dy?
9.19			the backup documentation to support the placement rate for the produtted to the Council? Not Applicable (there have been no graduates)	ogram(s) as reported on the last Campus
	Associate's Bachelor's of Bachelor's of	degree in Crimi degree in Crimi	ers or graduates were attempted? nal Justice: No graduates; first graduates in March 2014 nal Justice: Administration: No graduates; first graduates in March 20 nal Justice: Investigations: No graduates; first graduates March 2014 al Justice: 5	014
		calls to employe degree in Crimir	ers or graduates were successful? nal Justice: 3	
	between the	number of succ	contacts confirmed the employment of the graduate as reported on t essful contacts and confirmations. In the state of the graduates as reported the	
9.20	Was docum	entation on file	to verify graduates classified on the CAR as "not available for placen Not Applicable	nent"?
9.21	Does the car		in Title IV financial aid? to question 9.24)	
9.22			rocedures (as evidenced by their academic credit analysis) support the Department of Education for Title IV funding? Not Applicable (Clock hour programs only)	e written policy and definition of a credit
9.23	Is there evid	lence that out-of	C-class work or the equivalency is being evaluated? Not Applicable (Clock hour programs only)	
	The team in provided th	nterviewed stud ne team with he	locumentation of evaluation viewed on site, ents and faculty and reviewed course syllabi to verify out-of-clas omework assignments submitted by students that had been grade nework assignments and graded homework.	
9.24	(a) Facilitie	es. No tional equipmen No ces. No	te to adequately support the number and nature of the program?	
9.25	(a) System ⊠ Yes (b) Well-de ⊠ Yes	atic planning. No efined instructio	appropriately incorporated into the instructional components of the p nal objectives. f appropriate and current learning materials.	rogram?

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	 ∑ Yes No (d) Appropriate modes of instructional delivery. ∑ Yes No 	
	(e) The use of appropriate assessment strategies. ⊠ Yes □No	
	(f) The use of appropriate experiences. ⊠ Yes □ No	
9.27	Do the faculty members' qualifications meet the minimum requirements outlined qualifications academically and experientially appropriate to the subject matter they tead ✓ Yes ☐ No	
9.28	Is the size of the faculty appropriate to the total student enrollment? ☑ Yes ☐ No	
9,29	Is an adequate core of full- and part-time faculty employed to ensure sound direction an ☐ Yes ☐ No	d continuity of development for the program?
9,30	Are teaching loads reasonable? ⊠ Yes □ No	
9.38	Is the number of hours required to complete the program at least 60 semester hours, 90 a period of four semesters, six quarters, or the equivalent? ☑ Yes ☐ No	quarter hours, or their equivalent, earned over
9.39	Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in course ⊠ Yes	s within the area of concentration?
9.40	Does the curriculum quantitatively and qualitatively approximate the standards at o degree? ☑ Yes ☐ No	ther collegiate institutions offering the same
9.41	Is enrollment in the second academic year of the two-year program sufficient to support ☐ Yes ☐ No ☐ Not Applicable (no students in the second year)	regularly scheduled classes?
9.42	Are the second-year courses based upon appropriate first-year prerequisites? ☐ Yes ☐ No ☐ Not applicable	
9.43	Is the number of hours required to complete the program at least 120 semester hours, over a period of eight semesters, 12 quarters, or the equivalent? ☑ Yes ☐ No	180 quarter hours, or their equivalent, earned
9.44	Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in course ⊠ Yes □ No	s within the area of concentration?
9.45	If the institution offers only the last two years of the bachelor's degree program, do the describe the requirements for admission? No Not Applicable (institution offers all four years of the	
9.46	Does the curriculum quantitatively and qualitatively approximate the standards at odegree? ☑ Yes ☐ No	ther collegiate institutions offering the same
9.47	Is enrollment in the third and fourth years of the bachelor's program sufficient to supp	ort regularly scheduled classes and laboratory
	work? ☑ Yes ☐ No ☐ Not Applicable (no students in the third and fourth year)	ars)

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VER.	September 1, 2013 ACICS INITIAL, REEVALUATION, OR ADDITIONAL LOCATION INCLUSION REPORT	Page 38 of 52
9.48	Are the third- and fourth-year courses based upon appropriate prerequisites? Yes No	
GEN	NERAL COMMENTS:	
	ents interviewed by the team acknowledged and expressed their appreciation for the support provided by various support units they have worked with, and the campus administration.	by the faculty, program chair, staff
	MMENDATIONS:	
	team commends and compliments the campus for providing a mock courtroom to enhance the learn sinal Justice programs.	ing experience for students in the
9.	PROGRAM EVALUATION	
	Academic Associate's Degree in Graphic Design	
	Bachelor's Degree in Animation	
	Bachelor's Degree in Game Art Bachelor's Degree in Visual Communications	
	Bachelor's Degree in Visual Communications	
9.01	Is licensure, certification or registration required to practice in the specific career field? Yes No (Skip to question 9.02)	
9.02	Who is assigned to administer the academic program(s), and what are this person's qualifications? Mr. Josh Haycraft, school of design program chair, administers all four programs. He holds a bachelog the University of Wisconsin - Stout, and a master's degree in Multimedia Art from Maryland Institute to the Arlington Ballston as an adjunct instructor in Graphic Design in January 2010 and assumed his addition to his role as program chair, he also teaches approximately 12 hours per week. Prior to starting Mr. Haycraft was employed as a designer for Brandow Creative design company and for Meteor Mil and graphic design. He currently freelances as a designer, painter and sculputor. As a design membership in the DC Advertising Club.	College of Art. Mr. Haycraft came current position in August 2013. In g at the Arlington Ballston campus, k as a designer of motion graphics
9.03	Does this individual possess appropriate academic or experiential qualifications? ☐ Yes ☐ No	
9.04	Is there evidence that the program administrator has sufficient authority and responsibility for the develucational program(s)? Yes No	elopment and administration of the
9.05	Are the time and resources devoted to the administration of the educational program(s) sufficient? ☐ Yes ☐ No	
9.06	Does the program meet the needs of its students and the requirements of the Council, as shown by stumeet or exceed-the standards for the following areas: (a) Student retention rate of 62%?	ident achievement outcomes which
	Yes No Not Applicable (Additional Location Inclusion only)	
	The 2012 CAR reported a retention rate of 55.6% for the associate's degree program in Graphic Design	gń.
	(b) Student placement rate of 58%?	
	Yes No Not Applicable (Additional Location Inclusion only)	

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		there wer	ement rates below the 58% standard for all three of the bachelor's degree programs in the school of graphic refewer than 10 graduates from each of the programs; therefore, no program improvement plans for are required.
	If No for either is standard?	tem does tl	ne Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant
	⊠ Yes □	No	☐ Not Applicable (Additional location only)
	An appropriate pla	an for impr	oving the retention rate in the associate's degree program in Graphic Design is included in the current CEP.
9.07	The Washington, corporate and ere various individual of design and vis membership. The	DC area ha ative venue is with inter sual comm Arlington	s and describe how they are utilized to enrich the program(s). s a very wide range of community resource opportunities based on its unique blend of political, educational, is that make up the area's demography. Students have access to field trips to design studios, museums and mational affiliations. Guest speakers come to the campus and give students insight on the professional world unications. Students are encouraged to join the DC Ad Club which has a special student participation. Chamber of Commerce is invited to visit the campus for mixers to view student work, including the graphic the walls of the hall ways as well as a continuous looping video showing current students' production work.
9.08		of communi] No	ty resources sufficient to enrich the program?
9.09	credential, or both		ce a well-organized sequence of appropriate subjects leading to an occupational objective, an academic
9.10		and/or other No	advertising material such as brochures and web site, accurately describe the program and its objectives?
9.11	outlines the arran	gement be	ractica, externships, or internships, does the institution have a written and mutually signed agreement that tween the institution and the practicum site, including specific learning objectives, course requirements. Not Applicable (these elements are not part of the program or no student is at the point of needing
9.12	Does the program		ndent studies? to question 9.14)
9.14		n and lengt	n of the program appropriate to meet the educational and placement objectives of the program?
9.15		quisites app	ropriate, are they identified in the catalog and on the course syllabi, and are they being followed?
9.16	(a) Title and cou	rse descript No No No I No Quisites and No Contact hou No ectives No	/or corequisites ors/credits

X Yes

No

If Yes, briefly describe the documentation of evaluation viewed on site.

VER. September 1, 2013 ACICS INITIAL, REEVALUATION, OR ADDITIONAL LOCATION INCLUSION REPORT Page 40 of 52 (g) Topical outline of the course X Yes No (h) Instructional methods X Yes No Assessment criteria Yes No Method of evaluating students X Yes ☐ No (k) Date the syllabus was last reviewed X Yes ☐ No For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only: Out-of-class work assignments that support the learning objectives for the course Not Applicable (Additional Location Inclusion) (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments X Yes Not Applicable (Additional Location Inclusion) No 9.17 Do students confirm that they receive a course syllabus and that it is followed? X Yes Are the courses available when needed by the student in the normal pursuit of a program of study? 9.18 X Yes Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus 9.19 Accountability Report submitted to the Council? X Yes Not Applicable (there have been no graduates) No The 2012 CAR reported three graduates from the bachelor's degree program in Graphic Design: Animation and the bachelor's degree program in Graphic Design: Game Art. However, the CAR also reports that none of the graduates from either of these programs is placed for employment in the field. Thus, no calls were made to verify placement for these two programs. How many calls to employers or graduates were attempted? Associate's degree in Graphic Design: 1 (for the only graduate) Bachelor's degree in Graphic Design: Visual Communications: 3 How many calls to employers or graduates were successful? Associate's degree in Graphic Design: 1 Bachelor's degree in Graphic Design: Visual Communications: 3 How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations. All of the successful contacts confirmed the employment of the graduates as reported on the 2012 CAR. Was documentation on file to verify graduates classified on the CAR as "not available for placement"? 9.20 Yes Not Applicable 9.21 Does the campus participate in Title IV financial aid? No (Skip to question 9.24) 9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding? Not Applicable (Clock hour programs only) 9.23 Is there evidence that out-of-class work or the equivalency is being evaluated?

ED00024761

Not Applicable (Clock hour programs only)

X Yes

X Yes

9.41

9.42

☐ No

No

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VER. September 1, 2013 ACICS INITIAL, REEVALUATION, OR ADDITIONAL LOCATION INCLUSION REPORT Page 41 of 52 The team was presented with evidence of graded projects, which were recorded online for viewing by the students, and the team reviewed recorded grades for several current classes. 9.24 Are the following appropriate to adequately support the number and nature of the program? (a) Facilities. X Yes (b) Instructional equipment. X Yes ☐ No (c) Resources. X Yes No (d) Personnel. X Yes No 9.25 Are the following elements appropriately incorporated into the instructional components of the program? (a) Systematic planning. X Yes No (b) Well-defined instructional objectives. X Yes No The selection and use of appropriate and current learning materials. X Yes (d) Appropriate modes of instructional delivery. X Yes No (e) The use of appropriate assessment strategies. No X Yes (f) The use of appropriate experiences. X Yes No 9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded? Is the size of the faculty appropriate to the total student enrollment? 9.28 X Yes 9,29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program? 9.30 Are teaching loads reasonable? X Yes No Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over 9.38 a period of four semesters, six quarters, or the equivalent? X Yes ☐ No Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration? 9.39 X Yes No 9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?

ED00024762

Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

Yes No Not Applicable (no students in the second year)

Are the second-year courses based upon appropriate first-year prerequisites?

Not applicable

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9.43			uired to complete the program at least 120 semester hours, 180 quarter housters, 12 quarters, or the equivalent?	urs, or their equivalent, earned
9.44	Is there a m ⊠ Yes	inimum of 60 s	emester hours, 90 quarter hours, or their equivalent in courses within the are	a of concentration?
9.45		ntion offers onl requirements for \(\sum \) No	y the last two years of the bachelor's degree program, do the catalog and or admission? Not Applicable (institution offers all four years of the degree)	all advertising materials clearly
9.46	Does the codegree?	urriculum quar	titatively and qualitatively approximate the standards at other collegiate	institutions offering the same
9.47	Is enrollmen	nt in the third a	nd fourth years of the bachelor's program sufficient to support regularly so	heduled classes and laboratory
	⊠ Yes	□ No	☐ Not Applicable (no students in the third and fourth years)	
9.48	Are the third	d- and fourth-y	ear courses based upon appropriate prerequisites?	
)]]	Academic A Bachelor's l Bachelor's l	ssociate's D Degree in In Degree in In	LUATION legree in Information and Network Technology formation and Network Technologies: Major in Computer I formation and Network Technologies: Major in Network M formation and Network Technologies: Major in Systems Se	anagement
9.01		certification or	registration required to practice in the specific career field? to question 9.02)	currics
9.02	Mr. Nima Z Mathematics currently pu MCSA, MC starting his	cahadat, programs from George arsuing a doctor DBA, and MC	ter the academic program(s), and what are this person's qualifications? In chair for the school of technology, is assigned to administer the programs. Mason University and a master's degree in Information Systems from George ate in Systems Engineering from George Washington University, and has compact to ECC. Council (Certified Ethical Hacker), CompTIA (A+ and Security+ at the Arlington Ballston campus in January 2013, Mr. Zahadat was an assige.	e Washington University. He is ertifications in Micrsoft (MCT,), and Cisco (CCNA). Prior to
9.03	Does this in	dividual posses	s appropriate academic or experiential qualifications?	
9.04		lence that the program(s)?	rogram administrator has sufficient authority and responsibility for the develo	pment and administration of the

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9.05	Are the time and resource ✓ Yes No	ces devoted to the administration of the educational program(s) sufficient?	
9.06	meet or exceed- the stand (a) Student retention ra		ent achievement outcomes which
	☐ Yes ⊠ No	☐ Not Applicable (Additional Location Inclusion only)	
		d a retention rate of 0% for the bachelor's degree in Information Technologies (as all exceeded the retention rate standard of 62% as reported on the 2012 CAR.	(IT): Systems Security program
	(b) Student placement r ☐ Yes	rate of 58%? Not Applicable (Additional Location Inclusion only)	
	The bachelor's degree p	d a placement rate of 0% for the bachelor's degree in Information Technologies program in Network Management placement rate of 71.4% exceeded the 2012 ites reported on the 2012 CAR.	
	If No for either item do standard?	oes the Campus Effectiveness Plan (CEP) include data, analysis and activities	to meet or exceed the relevant
	☐ Yes ☐ No	☐ Not Applicable (Additional location only)	
	Systems Security because	dude a program improvement plan (PIP) for increasing the retention rate in the set the enrollment is less than 10 during the 2012 CAR reporting period, and the nt rate in the bachelor's degree program in Computer Forensics because there are reporting period.	CEP does not include a PIP for
9.07	The School of Technolo and activities for the sta	ources and describe how they are utilized to enrich the program(s). ogies programs utilize Program Advisory Committees (PACs), field trips, and gue udents. These activities provide opportunities for students to gain insight from students be aware of skills and knowledge required to compete for jobs in these	professionals doing business in
9.08	Is the utilization of comm ✓ Yes	munity resources sufficient to enrich the program?	
9.09	Does the curriculum ever credential, or both? ☐ Yes ☐ No	vidence a well-organized sequence of appropriate subjects leading to an occup	pational objective, an academic
9.10	Does the catalog and/or ⊠ Yes □ No	other advertising material such as brochures and web site, accurately describe the	e program and its objectives?
9.11	outlines the arrangemer and evaluation criteria?		objectives, course requirements.
	Yes No them)	Not Applicable (these elements are not part of the program <i>or</i> no st	tudent is at the point of needing
9.12	Does the program use in ☑ Yes ☐ No (ndependent studies? (Skip to question 9.14)	
9.13	Are independent studies	used appropriately, and is there a contract signed by the student and the institution	on that meets Council standards?
	⊠ Yes □ No		
9.14	Are the curriculum and I	length of the program appropriate to meet the educational and placement objective	es of the program?

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	⊠ Yes □ No	
9.15	Are course prerequisites appropriate, are they identified in the catalog and on the course syllab ☐ Yes ☐ No	i, and are they being followed?
9.16	Is an appropriately detailed syllabus on file for each course that includes: (a) Title and course descriptions Yes	
9.17	Do students confirm that they receive a course syllabus and that it is followed? Yes No	
9.18	Are the courses available when needed by the student in the normal pursuit of a program of stu Yes No	dy?
9.19	Was the team able to verify the backup documentation to support the placement rate for the pro- Accountability Report submitted to the Council? Yes No Not Applicable (there have been no graduates) As reported in item 9.06 above, there were no graduates from the associate's degree program in bachelor's degree program in Systems Security reported on the 2012 CAR; therefore, no calls to these programs. How many calls to employers or graduates were attempted? Bachelor's degree program in Information and Network Technology: Major in Computer Forens The campus provided the team with verification that the one graduate from the Computer Forens Bachelor's degree program in Information and Network Technology: Major in Network Manage	Information Network Technology or the o employers or graduates were made for ics: 0 ics program was incarcerated.
	How many calls to employers or graduates were successful?	

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	Bachelor's degree program in Information and Network	Technology: Major in Network Management: 2	
	How many of the successful contacts confirmed the empl between the number of successful contacts and confirmat Bachelor's degree program in Information and Network	tions.	Please explain any discrepancy
9.20	Was documentation on file to verify graduates classified o ☐ Yes ☐ No ☐ Not Applicable	on the CAR as "not available for placement"?	
9.21	Does the campus participate in Title IV financial aid? ⊠ Yes □ No (Skip to question 9.24)		
9.22	Does the campus¹ written procedures (as evidenced by the hour as defined by the U.S. Department of Education for ☑ Yes ☐ No ☐ Not Applicable (Close	r Title IV funding?	policy and definition of a credit
9.23	Is there evidence that out-of-class work or the equivalenc Yes No Not Applicable (Cloc		
	If Yes, briefly describe the documentation of evaluation verburing interviews, students and instructors told the team one of the components of the final grade for all courses. Treviewing examples of graded homework and grade book	n homework is assigned, collected, graded, and The team verified homework is assigned, graded	
9.24	Are the following appropriate to adequately support the n (a) Facilities. Yes No (b) Instructional equipment. Yes No (c) Resources. Yes No (d) Personnel. Yes No	number and nature of the program?	
9.25	Are the following elements appropriately incorporated into (a) Systematic planning. Yes No (b) Well-defined instructional objectives. Yes No (c) The selection and use of appropriate and current lear Yes No (d) Appropriate modes of instructional delivery. Yes No (e) The use of appropriate assessment strategies. Yes No (f) The use of appropriate experiences. Yes No		
9.27	Do the faculty members' qualifications meet the mi qualifications academically and experientially appropria ☐ Yes ☐ No		
9.28	Is the size of the faculty appropriate to the total student ☐ Yes ☐ No	enrollment?	

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2.5%	
9.29 Is an adequate core of f ☐ Yes ☐ No	ull- and part-time faculty employed to ensure sound direction and continuity of development for the program?
9.30 Are teaching loads reason	nable?
⊠ Yes □ No	
	required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over ers, six quarters, or the equivalent?
9.39 Is there a minimum of 3 ☑ Yes ☐ No	0 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
9.40 Does the curriculum of degree?	uantitatively and qualitatively approximate the standards at other collegiate institutions offering the same
⊠ Yes □ No	
	and academic year of the two-year program sufficient to support regularly scheduled classes?
⊠ Yes □ No	☐ Not Applicable (no students in the second year)
	irses based upon appropriate first-year prerequisites?
⊠ Yes □ No	☐ Not applicable
	required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned emesters, 12 quarters, or the equivalent?
9.44 Is there a minimum of € Yes No	0 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?
9.45 If the institution offers describe the requiremen	only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly as for admission?
☐ Yes ☐ No	Not Applicable (institution offers all four years of the degree)
9.46 Does the curriculum of degree?	uantitatively and qualitatively approximate the standards at other collegiate institutions offering the same
⊠ Yes □ No	
9.47 Is enrollment in the thi work?	ed and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory
⊠ Yes □ No	☐ Not Applicable (no students in the third and fourth years)
9.48 Are the third- and fourt ⊠ Yes	n-year courses based upon appropriate prerequisites?
GENERAL COMMENTS:	

Students who were interviewed have a positive outlook about their academic success and job prospects once they graduate from their technology programs at the Arlington Ballston campus.

COMMENDATIONS:

Students, faculty, and the program chair are excited and enthusiastic about the school paying for their certification exams. Several students have already passed exams for various Cisco, Comptia, and Microsoft Certifications. Campus administration is commended for taking the action of paying for certification exams, which has resulted in a high level of excitement and cooperation among the program chair, faculty, and students seeking professional certifications.

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9. PROGRAM EVALUATION

Diploma in Medical Assisting Academic Associate's Degree in Medical Assisting

9.01	Is licensure, certification or registration required to practice in the specific career field? Yes No (Skip to question 9.02)
9.02	Who is assigned to administer the academic program(s), and what are this person's qualifications? Dr. Damien Baker, program chair for the school of medical assisting, is assigned to overesee the diploma and associate's degree programs. He holds a bachelor's degree in Human Biology, a doctor of Chiropractic degree from National University of Health Sciences, and is a Registered Medical Assistant (RMA) with the American Medical Technologists. Mr. Baker began his teaching career in 2000 as an Medical Assisting instruction and became the program chair at the Arlington Ballston campus in 2011.
9.03	Does this individual possess appropriate academic or experiential qualifications? ☑ Yes ☐ No
9.04	Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)? Yes No
9.05	Are the time and resources devoted to the administration of the educational program(s) sufficient? ☐ Yes ☐ No
9.06	Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas: (a) Student retention rate of 62%? Yes No Not Applicable (Additional Location Inclusion only) (b) Student placement rate of 58%? Yes Not Applicable (No graduates from either program are reported on the 2012 CAR.)
9.07	List the community resources and describe how they are utilized to enrich the program(s). The Medical Assisting programs have strong community support as witnessed by contracts they have with clinical affiliates for the externship component of the programs. Additionally, guest speakers, field trips, a program advisory committee (PAC), and community outreach activities are utilized to enrich the programs. The team verified the use of these activities by reviewing appropriate documentation and during interviews with students and faculty.
9.08	Is the utilization of community resources sufficient to enrich the program? ⊠ Yes □ No
9.09	Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both? ☑ Yes ☐ No
9.10	Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives? Yes No
9.11	For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria? Yes No Not Applicable (these elements are not part of the program or no student is at the point of needing them)
9.12	Does the program use independent studies? ☐ Yes ☐ No (Skip to question 9.14)

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9.14	Are the curriculum and length of the program appropriate to meet the educational and placement object ☐ Yes ☐ No	ives of the program?
9,15	Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and \square Yes \square No	are they being followed?
	If No, insert the section number in parentheses and explain: (Section 3-1-513(b)): The Anatomy and Physiology I (BIOL170) course does not require cor (HLTH105) as a prequisite for registration. A review of the syllabi for the two Anatomy and Physiology II (Biol171) of the first course, and the catalog description and syllabus for Anatomy and Physiology II (BIOL171) course (HLTH105) as a prerequisite, while HLTH105 is not a prerequisite for Anatomy Physiology program chair informed the team that students usually do complete HLTH105 prior to or concur HLTH105 as a prerequisite for BIOL170 could limit the flexibility of enrolling and scheduling studhaving HLTH105 as a prerequisite for BIOL170 is necessary to provide students with a more app BIOL170, and to structure the completion of courses to provide an increasing level of difficulty as study Assisting programs.	blogy courses revealed the course IOL171), state it is a continuation does list the Medical Terminology. I. Campus administration and the rently with BIOL170, but listing lents for various terms. However repriate foundation for beginning
9.16	Is an appropriately detailed syllabus on file for each course that includes: (a) Title and course descriptions Yes	
9.17	Do students confirm that they receive a course syllabus and that it is followed? ☐ Yes ☐ No	
9.18	Are the courses available when needed by the student in the normal pursuit of a program of study? Yes No	
9.19	Was the team able to verify the backup documentation to support the placement rate for the program(Accountability Report submitted to the Council?	(s) as reported on the last Campu

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	☐ Yes	□ No	Not Applicable (there have been no graduates)	
		CAR reported to as not started un	here were no graduates from the Medical Assisting diploma program, and atil May 2013.	the academic associate's degree
9.20	Was docum ☐ Yes	nentation on file	to verify graduates classified on the CAR as "not available for placement"? Not Applicable	
9.21	Does the ca ⊠ Yes		e in Title IV financial aid? p to question 9.24)	
9.22			rocedures (as evidenced by their academic credit analysis) support the written . Department of Education for Title IV funding? Not Applicable (Clock hour programs only)	policy and definition of a credit
9,23	Is there evid	dence that out-o	f-class work or the equivalency is being evaluated? Not Applicable (Clock hour programs only)	
	Documenta	tion of evaluat	documentation of evaluation viewed on site. ion observed on site included review of homework, case presentations, a or grading as well as examples of homework that had been reviewed and grade	
9.24	(a) Faciliti	es. No tional equipmer No ces. No	ate to adequately support the number and nature of the program?	
9.25	(a) System Yes (b) Well-d Yes (c) The sel Yes (d) Approp Yes (e) The us Yes	natic planning. No efined instruction No lection and use of No oriate modes of	of appropriate and current learning materials. instructional delivery. assessment strategies.	
9.26	Are all fact ✓ Yes	alty assigned to	teach in no more than three fields of instruction, with no more than five prej	parations?
9.27			qualifications meet the minimum requirements outlined in the Accrea y and experientially appropriate to the subject matter they teach and the leve	
9.28	Is the size o ⊠ Yes	of the faculty ap	propriate to the total student enrollment?	

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9.29	Is an adequa	ate core of full-	and part-time faculty employed to ensure sound direction and continuity of	development for the program?
9.30	Are teachin	g loads reasona	ble?	
9.31	Do all instru	ictors teach no	more than 32 hours per week (except for an overload of one subject allowed w	rith additional compensation)?
9.32	the territory of the second se	current student/ student/teacher	teacher ratio? ratio in the Diploma in Medical Assisting program is 4:1.	
9.33	Is the curren	nt student-teach	ner ratio reasonable for the mode of delivery and course content?	
9.38			uired to complete the program at least 60 semester hours, 90 quarter hours, six quarters, or the equivalent?	or their equivalent, earned over
9.39	Is there a m ⊠ Yes	inimum of 30 s	semester hours, 45 quarter hours, or their equivalent in courses within the are	ea of concentration?
9,40	Does the codegree? Yes	urriculum quar	ntitatively and qualitatively approximate the standards at other collegiate	institutions offering the same
9.41	Is enrollmen	nt in the second	academic year of the two-year program sufficient to support regularly sche Not Applicable (no students in the second year)	duled classes?
9.42	Are the seco	ond-year course	es based upon appropriate first-year prerequisites? Not applicable	
	ERAL COMM		situation in Section 5 of this report imports the Medical Assisting decreases and	

As previously stated, the following citation in Section 5 of this report impacts the Medical Assisting program students: (Section 3-1-516(a)(i)): There is not appropriate documentation to evidence the 10-hour, 1-credit lecture component of the MEDI299 externship course is scheduled appropriately or to verify that students are meeting regularly with an instructor to satisfy the contact hours needed for the granting of 1 quarter credit. See item 5.18 in Section 5. Educational Activities of the report for a more detailed explanation.

COMMENDATIONS:

Externship site supervisors who were interviewed were highly pleased with the students doing externships in their facilities.

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SUMMARY

The campus is not in compliance with the Accreditation Criteria in the following areas:

Number	Citation	Summary Statement
1:	Sections 3-1-111 and 3-1-441(c)	Follow-up studies on graduates and employers are not being conducted by the institution at specific measuring points following placement of the graduates (pages 5 and 14).
2.	Section 3-1-513(b)	The prerequisite system for the Medical Assisting programs does not assure that students are provided an increasing level of difficulty as they progress (page 48).
3.	Section 3-1-516(a)(i))	There is not appropriate documentation to evidence that students in one course are meeting for an appropriate number of contact hours (pages 17 and 51).
4.	Section 3-1-543 and Glossary	Appropriate documentation of professional growth and/or in- service activities is not on file for some faculty members (page 18).

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RECOMMENDATIONS

The evaluation team offers the following recommendations for the institution's consideration. (These recommendations are not included in the report seen by the Council)

- During the visit students told the team that on at least one occasion an unknown person had entered a classroom and was found there when a class was scheduled to start. Although the team could not verify this, the team did confirm that the campus issues student ID cards; but no policy statement was found requiring these cards to be displayed while in the building. Since the building is shared with another company and it appears there is no restriction or security in place to prevent anyone from entering the building and the area where the Westwood College activities are conducted, the team suggests that the campus administration consider reviewing whether some type of security system should be implemented. This may be as simple as requiring students, faculty, and staff to display their Westwood College ID cards while in the building; but it may be more complicated than this to be effective.
- The team found the on-shelf collection in the library for the Graphic Design programs to be barely adequate to satisfactorily support current programs. Therefore, the team feels campus administration should work with the program chair and campus librarian to identify and obtain more books and periodicals that pertain specifically to graphic design, animation, game design, and visual communications to be available in the onsite learning commons area.
- Mr. Josh Haycraft the "new" program chair for the school of design informed the team he is very interested in developing and implementing a plan to have more events at the campus to raise community awareness of the presence and activities of the school. Given his position, of course, his interest is primarily focused on raising the awareness of the activities, products, and projects of students in the school of design. The team encourages campus administration to work with and provide support for Mr. Haycraft's enthusiasm and efforts in this regard where feasible. An investment of some administrative time and more tangible resources may result in a variety of benefits for the school of design as well as the campus in general.
- As noted in the report, the decision by campus administration to pay for certification exams for students and faculty in the School of Technology programs has generated a high level of excitement and enthusiasm among students and faculty in those programs. Given this action has had such positive results in the Technology programs, campus administration should probably review all of the current programs offered to determine if there is opportunity to provide similar options for students in other programs.



ADDITIONAL LOCATION INCLUSION

ITT TECHNICAL INSTITUTE 2895 NE Loop 410 San Antonio, TX 78218 ACICS ID Code: 00070456

Mr. Barry Bailey, Director (b)(6) @itt.tech.edu)

n(b)(6) @itt-tech.edu

MAIN CAMPUS

ITT Technical Institute Indianapolis, IN 46268 ACICS ID Code: 00016040

September 19-20, 2013

Dr. Alvin J. Marrow	Chair	Retired Academic Dean, Florida Metropolitan University - North Orlando	Winter Park, FL
Ms. Maura K. Wilson	Student-Relations Specialist	Director, Retired, Flagler College	Albany, OR
Ms. Mary Gail Lowery	Educational Activities Specialist	Retired, Alabama Department of Education	Gatlinburg, TN
Mr. Tom Phillips	IT Programs Specialist	Professor, Retired, Gibbs College	Tinton Falls, NJ
Ms. Silvia Gimbutas	Drafting and Design Specialist	Instructor, Westwood College	Chicago, IL
Mr. Ian R. Harazduk	Staff Representative	ACICS	Washington,

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ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS

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PROGRAMS OFFERED BY ITT TECHNICAL INSTITUTE SAN ANTONIO, TEXAS

	-					CAR Retention & Placement				
CDEDENTIAL					Enroll; Full-	2012		2011		
CREDENTIAL EARNED (As defined by the institution)	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Clock Hrs.	Qtr. Hrs.	time/ Part- time	Ret.	Pla.	Ret.	Pla.	
Associate of Applied Science degree	Academic Associate's degree	Drafting and Design Technology	1315	93	29/0	n/a	n/a	n/a	n/a	
Associate of Applied Science degree	Academic Associate's degree	Electrical Engineering Technology	1315	93	41/1	n/a	n/a	n/a	n/a	
Associate of Applied Science degree	Academic Associate's degree	Network Systems Administration	1315	-93	64/3	n/a	n/a	n/a	n/a	
Associate of Applied Science degree	Academic Associate's degree	Industrial Engineering Technology*	1315	93	0	n/a	n/a	n/a	n/a	
Associate of Applied Science degree	Academic Associate's degree	Software Development*	1315	93	0	n/a	n/a	n/a	n/a	
Bachelor of Science degree	Bachelor's degree	Electrical Engineering and Communications Technology**	2524	180	0	n/a	n/a	n/a	n/a	
Bachelor of Science degree	Bachelor's degree	Information Systems and Cybersecurity**	2594	180	0	n/a	ñ/a	n/a	ñ/a	
Bachelor of Science degree	Bachelor's degree	Software Development**	2523	180	0	n/a	n/a	n/a	n/a	
Bachelor of Science degree	Bachelor's degree	Project Management and Administration – Project Management and Administration Option, Construction Option, and Information Technology Option**	2326	180	0	n/a	n/a	n/a	n/a	

TOTAL ENROLLMENT

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- n/a The campus enrolled its first students in June 2012. Data is not available for these programs. There were no graduates at the time of the visit.
- * Anticipated starting dates for these programs are as follows: Industrial Engineering Technology (December 2013), Software Development (March 2014).
- ** Anticipated starting dates for these programs are as follows: Electrical Engineering and Communications Technology (December 2014), Information Systems and Cybersecurity (September 2014), Software Development (2015), and Project Management and Administration-Project Management and Administrative Option, Construction Option, and Information Technology Option (September 2014).

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INTRODUCTION

The ITT Technical Institute in San Antonio is part of a nationwide system of over 140 campuses in 38 states owned and operated by ITT/ESI, which is headquartered in Carmel, Indiana. The campus, which opened its doors for classes in June 2012, currently offers three academic associate's degree programs and anticipates expanding its offerings at both the associate's and bachelor's degree levels. The campus, located in the heart of the Alamo country, mainly attracts students from the San Antonio metropolitan area, with a population of over 1.5 million, and includes a large contingent of students (30%) from 3 major military bases in the area. In addition, the student population, consisting of mainly adult and evening learners, is representative of the local community demographics, the breakdown by race is 41.7% Hispanic, 26.7% Caucasian, 13.3% African-American, 3.3% Asian-American, and 15% undisclosed; and by gender, 85% male and 15% female.

1. MISSION

1.01	Give the page number in the campus catalog on which the mission statement can be found. The mission statement can be found on page 2, volume 9, of the 2013-2014 catalog.
1.02	Does the campus have an appropriate mission statement with a set of supporting objectives? ☑ Yes ☐ No
1.03	Are the objectives devoted substantially to career-related education? ☑ Yes ☐ No
1.04	Are the objectives reasonable for the following? (a) The programs of instruction Yes No (b) The modes of delivery. Yes No (c) The facilities of the campus. Yes No
1.05	Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public? Yes \sum \subseteq No
1.06	Is the campus committed to successful implementation of its mission? ☑ Yes ☐ No
1.07	Does the campus have a current Campus Effectiveness Plan (CEP)? ☑ Yes ☐ No
1.08	If the campus is an additional location, does the additional location have its own CEP, separate from the main campus IEP? Yes No No Applicable
1.09	Does the CEP describe the following? (a) The characteristics of the programs offered. ☐ Yes ☐ No (b) The characteristics of the student population. ☐ Yes ☐ No (c) The types of data that will be used for assessment.

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	 Yes □ No (d) Specific goals to improve the educational processes. Yes □ No (e) Expected outcomes of the plans. Yes □ No 	
1,10	Are the following five required elements evaluated in the CEP? (a) Student retention. Yes	
1.11	Define the student learning outcomes used by the campus and how these outcomes are being assessed. The campus measures student learning outcomes using four measures - capstone courses, capsto engagement, and student success. For the first measure, capstone courses, many of the ITT Technica capstone course to solidify the student's overall learning process and to determine the level of the st program objectives. Beginning in December 2013, when the first capstone courses are offered, the car class average grades for capstone courses and develop a history of data that can be used to analyze stude second, capstone assessment data, the campus assesses specific learning outcomes through the applica (communication skills, teamwork, critical thinking, et al.). As assessment data becomes available after offered, the faculty will begin reviewing proficiency levels achieved by graduates and take measu outcomes improvement. For the third, the campus measures student engagement by taking into account ability of the student to complete program courses. Data is currently being collected by the dean to measure students starting and passing a course is an indicator of the potential to achieve student learning outcollected by the dean to measure student success.	I Institute programs utilize a tudent's understanding of the mpus dean will start tracking nt learning outcomes. For the ation of an assessment rubric the first capstone classes are ares for continuous learning nt student attendance and the sure student engagement. For dent attempts. The number of
1.12	Are the following identified and described in the CEP? (a) The baseline data for each outcome. Yes No Not Applicable (b) The data used by the campus to assess each outcome. Yes No Not Applicable (c) How the data was collected. Yes No Not Applicable (d) An analysis and summary of the data collected and an explanation of how the data will be used processes. Yes No Not Applicable	d to improve the educational
	At the time of the visit, the campus was either beginning to or planning to collect data, with charts in elements of the CEP. With baselines for each element already established, the data collected will be use offerings at the campus.	
1.13	Has the campus published annual placement and retention goals in its CEP that take into account its rate Accountability Reports and that demonstrate its ability to maintain or improve retention and placement o Yes No Not Applicable (new additional location or initial applicant only)	
1.14	Has the campus published specific activities that will be undertaken to meet placement and retention goa Yes No Not Applicable (new additional location only)	ls?

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1.15	Describe the specific activities that the campus will undertake to meet these goals. The campus lists a number of goals and initiatives that it will undertake to meet its retention goals to include the following: improve student engagement; reduce student attrition: increase opportunities to build a sense of college community; increase tutoring opportunities, specifically with faculty and peer mentors; increase the use of guest speakers; provide a number of academically-focused student activities such as a student news broadcast, membership in clubs and associations, and career-related training exercises; and increase contact with students who do not attend class or are doing poorly in their academic studies.
	Without any graduates, the campus does not list any specific placement activities and goals.
1.16	Does the campus have documentation to show the following? (a) That the CEP has been implemented. ☐ Yes ☐ No (b) That specific activities listed in the plan have been completed. ☐ Yes ☐ No (c) That periodic progress reports have been completed. ☐ Yes ☐ No
1.17	Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee. Mr. Barry Bailey, campus director, is responsible for implementing and monitoring the CEP. Mr. Bailey has a master's degree in Business Administration from the University of Redlands, a bachelor's degree in Organizational Behavior from the University of San Francisco, and an associate's degree in Business and Management from Citrus College. He has been in his current position since September 2011. Prior to his current position, he served as dean of academic affairs at ITT Technical Institute-Tucson, Arizona; center dean at Devry University; president of Barry Bailey Group, Inc.; senior training consultant at Dell Computer; and staff administrator at GTE Corporation. Mr. Bailey's professional development includes attendance at an ACICS Accreditation Workshop (November 2011), participation in the Career Colleges and Schools of Texas (CCST) conference (November 2012), and membership in CCST.
	As chair of the CEP committee at ITT Technical Institute-San Antonio, Mr. Bailey has been instrumental in putting together a dynamic team of individuals to assist him in the development and implementation of the plan. Mr. Bailey's CEP team consists of the following individuals: the dean, director of finance, director of recruitment, registrar, and faculty representatives from each school of study.
1.18	Does the campus have documentation to show that the CEP is evaluated at least annually? Yes No Not Applicable (new additional location or initial applicant only)
2.	ORGANIZATION
2.01	Is the following information regarding the campus appropriately stated in the catalog? (a) Governance, control, and corporate organization. ☐ Yes ☐ No (b) Names of the trustees, directors, and/or officers. ☐ Yes ☐ No (c) Names of the administrators. ☐ Yes ☐ No
2.02	Does the campus: (a) Adequately train its employees?

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	(c) Evaluate their work?	
	⊠ Yes □ No	
2.03	Is the administration of the campus efficient and effective?	
	⊠ Yes □ No	
2.04		
2.04	Does the campus maintain written documentation to show that faculty and staff members: (a) Clearly understand their duties and responsibilities?	
	Yes No	
	(b) Know the person to whom they report?	
	⊠ Yes □ No	
	(c) Understand the standards by which the success of their work is measured?	
	⊠ Yes □ No	
2.05	Does the administration maintain documentation of the evaluation of the faculty and staff?	
2100	⊠ Yes □ No	
2.06	Has the campus adopted a policy on academic freedom that has been communicated to the faculty?	
33158	⊠ Yes □ No	
2.07	Does the campus have an appropriate grievance policy for faculty and staff?	
2.07	Yes □ No	
2.00	Because and a substitute of the first and the second of th	a disa tanàna dia adam-
2.08	Does the campus catalog or the student handbook contain an appropriate grievance policy for student address of ACICS?	s that includes the name and
	Yes No Not Applicable (initial applicants only)	
2.00	110 1 0 1 0 1 0 1 1 1 1 0 1 1 1 1 1 1 1	
2.09	Who is responsible for the financial oversight of the campus, and what are this person's qualifications? Mr. Barry Baily, campus director, is responsible for the financial oversight of the campus. As previo	asky wasted. In the a mantage of
	degree in Business Administration from the University of Redlands, a bachelor's degree in Organ	
	University of San Francisco, and an associate's degree in Business and Management from Citrus College	
	position since September 2011. Prior to his current position, he served as dean of academic affairs at ITT	
	Arizona; center dean at Devry University; president of Barry Bailey Group, Inc.; senior training const	
	staff administrator at GTE Corporation.	
	Charles and Charles	
3.	ADMINISTRATION	
3.01	Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the camp	us attended an accreditation
5.01	workshop within 18 months prior to the final submission of the self-study?	as attended an accreditation
	Yes No	
3.02	Are all staff well trained to carry out administrative functions?	
3.02	Yes No	
361		
3.03	Who is the on-site administrator, and what are this person's qualifications?	accusate disease to Bushess
	Mr. Barry Baily, campus director, is the on-site administrator. As previously noted, Mr. Bailey has a Administration from the University of Redlands, a bachelor's degree in Organizational Behavior	
	Francisco, and an associate's degree in Business and Management from Citrus College. He has been	
	September 2011. Prior to his current position, he served as dean of academic affairs at ITT Technica	
	center dean at Devry University; president of Barry Bailey Group, Inc.; senior training consultant	
	administrator at GTE Corporation.	The state of the s
3.04	Does the campus list degrees of staff members in the catalog?	
Se 156-1	Yes No	

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	If <i>Yes</i> , is appropriate evidence of the degrees on file? ⊠ Yes □ No
3.05	Is there evidence that the campus keeps adequate records to support the following administrative operations? (a) Financial aid activities.
	Yes
	(k) Student personnel.
	⊠ Yes □ No
3.06	Does the campus admit ability-to-benefit students? ☐ Yes
3.11	Do student files contain evidence of graduation from high school or the equivalent? ☑ Yes ☐ No
3.12	Are appropriate transcripts maintained for all students? ☑ Yes ☐ No
3.13	Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog? Yes No
3.14	Are student records protected from theft, fire, water damage, or other possible loss? ☑ Yes ☐ No
3.15	Does the campus maintain transcripts for all students indefinitely? ☑ Yes ☐ No
3.16	Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students? Ves No

COMMENDATIONS:

The team was impressed with the campus administration's attitude of "students come first." Students are the most important commodity on campus; their issues, needs, and wishes must come center-forward. The campus administration must be commended for its emphasis on students and their welfare. This student-oriented philosophy is reflected in the positive remarks made by students who were asked about their experience on campus. By focusing on students, the campus is commended for fulfilling the needs and aspirations of students and setting the stage for the establishment of a truly dedicated college community.

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4. RELATIONS WITH STUDENTS

4.01	How many student files were reviewed during the evaluation? Thirty-five student files were reviewed which included 25 active students and 10 drop students. Three of the 25 active students were on Satisfactory Academic Progress (SAP) probation, and two of the drop students had been dismissed for SAP. The campus has had no graduates at the time of the site visit.
4.02	Does the campus ensure that its student relations reflect high ethical standards? ☑ Yes ☐ No
4.03	Does the campus have appropriate admissions criteria? ⊠ Yes □ No
4.04	Does the campus contract with third parties for admissions and recruiting purposes? ☐ Yes ☐ No
4.05	Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)? Yes No
4.06	Does the admissions policy conform to the campus's mission? ☑ Yes ☐ No
4.07	Is the admissions policy publicly stated? ☐ Yes ☐ No
4.08	Is the admissions policy administered as written? ☑ Yes ☐ No
4.09	Does the campus use an enrollment agreement for each enrolled student that : (a) Clearly outlines the financial obligations of both the institution and the student? ☐ Yes ☐ No (b) Outlines all program related tuition and fees? ☐ Yes ☐ No (c) Has a signature of the student and the appropriate school representative? ☐ Yes ☐ No
	Is there evidence that a copy of the agreement has been provided to the student? ✓ Yes ☐ No
4.10	Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications? Ms. Sylvia Astorga serves as the director of recruitment for the campus. Ms. Astorga holds a bachelor's degree in Occupational Education from Wayland Baptist University and an associate's degree in Instructor Technology from Community College of the Air Force.
	Ms. Astorga has served as director of recruitment since March 2012. Prior to that she served as manager of recruitment for ITT for four years. Her additional experience includes 18 years as an Air Force recruiter and recruiter instructor, as well as contract recruiter for an insurance company.
4.11	How is the team able to verify that the recruiting process for new students is ethical and compatible with the educational objectives for the campus?
	The team interviewed students, admissions representatives, the director of recruitment, and the director of finance as well as reviewed active and drop student files (there were no graduates at the time of the visit).

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During interviews, students indicated the recruiting practices of the campus are ethical and reflect the objectives of the programs. They expressed satisfaction with the process and with their understanding of what would be expected of them as students.

A review of student files indicated appropriate records are on file, all students toured the campus prior to enrolling, and all admissions documentation is in order.

All recruiting personnel at the campus undergo a comprehensive training program in which they must complete activities, have those assessed and ultimately become "certified" on the interview presentation; this is documented on an e-Campus transcript in the learning management system. On-going training takes place weekly. Additionally, representatives are observed quarterly by the director of recruitment who sits in on phone calls and prospective student interviews.

4.12	Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following
	(a) Courses and programs.
	⊠ Yes □ No
	(b) Services.
	⊠ Yes □ No
	(c) Tuition.
	⊠ Yes □ No
	(d) Terms.
	⊠ Yes □ No
	(e) Operating policies.
	⊠ Yes □ No
4.13	Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or incomwhile a student, or as a result of other marketing activity? Yes No
4.14	Does the state in which the campus operates require representatives to be licensed or registered?
	⊠ Yes □ No
	If Yes, is evidence of licensure or registration on file?
	⊠ Yes □ No
4.15	Are the titles of recruitment and enrollment personnel appropriate?
1,12	⊠ Yes □ No
4.16	Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging
	awarding, and disbursement?
4.17	Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?
	⊠ Yes □ No
4.18	Does the campus have written policies and procedures for evaluating and accepting transfer of credit?
	⊠ Yes □ No
4.19	Is there evidence that the campus properly awards transfer of credit?
4,20	Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?
	⊠ Yes □ No
4.21	Has the campus established articulation agreements with other institutions?
	☐ Yes ☐ No
4.24	Is the standards of satisfactory academic progress policy published in the catalog?

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	⊠ Yes	□ No				
	The standar		er(s) where the standards of satisfactory academic progress policy is published tory academic progress are published in the ITT Technical Institute catal ges 32-37.			
4.25	Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following? (a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length. Yes \sum \sum No					
	(b) A scheen	dule that design	gnates the minimum percentage of work that a student must successfully to complete the program within the maximum time frame.	complete at the end of each		
	✓ Yes(c) Procedu✓ Yes	☐ No ires for re-esta ☐ No	blishing satisfactory academic progress.			
		ition of the eff wals.	ects of the following on the CGPA and successful course-completion percent	age:		
	Incomp Yes	lete grades.				
	⊠ Yes					
	⊠ Yes Non-cre	☐ No edit or remedia				
		ing status.	☐ Not Applicable (campus does not offer)			
	⊠ Yes	tionary period	Not Applicable (campus does not use)			
	⊠ Yes					
	Yes		ent status. Not Applicable (campus does not offer) dent changes programs.			
		□ No	☐ Not Applicable (campus only offers one program of study dent seeks to earn an additional credential.			
		☐ No olications of tr	☐ Not Applicable (campus only offers one credential)			
4.26	Does the car	npus apply its	SAP standards consistently to all students?			
4.27	Are students ☑ Yes	who are not m	naking satisfactory academic progress properly notified? Not Applicable (no students are in violation of SAP)			
4.28	or shorter?		d of each academic year or at 50% of the normal program length if the program	n is one academic year in length		
	⊠ Yes	☐ No				
4.29			d of the second academic year and at the end of each subsequent academic y a scale of 4.0 or its equivalent? Not Applicable (all programs are one year or less)	ear where students must have a		
4.30	Are students	who are not m	naking satisfactory academic progress at the end of the second year dismissed? Not Applicable (all programs are less than two years)			

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VER. S	September 1, 2013 ACICS I	NITIAL, REEVALUATION, OR ADDITIONAL LOCATION INCLUSION REPORT	Page 11 of 39				
4.31	Are qualitative and qua ☑ Yes ☐ No	intitative components evaluated cumulatively for all periods of a student's enrollment	ent?				
4.32	Are students allowed to ☐ Yes ☐ No	remain on financial aid while under warning status? Not Applicable (campus does not participate in financial aid)					
	If <i>Yes</i> , is the student inf ⊠ Yes □ No						
4.33	Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated considered to be making satisfactory academic progress? ☑ Yes ☐ No						
4.34	Are students who are circumstances?	placed in an extended-enrollment status denied eligibility for federal financial	aid (unless there are mitigating				
	Yes No	Not Applicable (campus does not have extended enrollment and/or	does not participate in financial				
4.35	Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length? Yes No Not Applicable (campus does not have extended enrollment)						
4.36	For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, we additional financial obligations waived? Yes No No Applicable (there is no such student)		ne original credential, were any				
4.37	Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs? ☑ Yes ☐ No						
4.38	Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications? Mr. Ricardo Navejar, academic dean, is responsible for the administration of satisfactory academic progress (SAP), reviewing student records, and ensuring each student who is not making SAP is advised as to the campus' SAP requirements. Mr. Navejar holds a master's degree in Business Administration and a bachelor's degree in Mechanical Technology and Computer Drafting Design from the University of Houston. He has served as dean for one and one-half years. Prior to transferring to the ITT San Antonio (East) campus, Mr. Navejar was a Computer Drafting and Design (CDD) instructor/chair for nine years, and has prior experience as an AutoCAD drafter for two years.						
4.39	Does the campus encou ⊠ Yes	rrage and assist students who are experiencing difficulty in progressing satisfactori	ly in their programs?				
4,40	(a) Scholarships.(b) Grants.(c) Loans.	s not offer scholarships, grants, and/or loans. (Skip to Question 4.42.)					
	If Yes for any item, doe ⊠ Yes □ No	es the campus properly identify all scholarship, grant, and loan programs?					
4,41	Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship and grant program in its catalog? Yes No						
4.42	Are all similarly circum ☐ Yes ☐ No	Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?					
4,43		arly stated in the catalog?					

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	⊠ Yes □ No	
	If Yes, have students confirmed receiving a copy of the catalog? ☑ Yes ☐ No ☐ Not Applicable	
4.44	Do the financial records of students clearly show the following? (a) Charges. Yes No (b) Dates for the posting of tuition. Yes No (c) Fces. Yes No (d) Other charges. Yes No (e) Payments. Yes No (f) Dates of payment. Yes No (g) The balance after each transaction. Yes No	
4.45	Is the effective date listed on announcements of changes in tuition and fees? Yes No Not Applicable (campus has not changed tuition or fees)	
4.46	Is the campus' refund policy published in the catalog? ☑ Yes ☐ No	
4.47	Is the refund policy fair, equitable, and applicable to all students? ☑ Yes ☐ No	
4.48	Is the campus following its stated refund policy? ☑ Yes ☐ No	
4.49	Does the campus participate in Title IV financial aid? No (Skip to question 4.57)	
4,50	Who is responsible on-site for administering student financial aid, and what are this person's qualificati Mr. Jacob Garcia, director of finance, is responsible for the on-site administration of student fi bachelor's degree in Business Administration from the University of Texas at San Antonio. He has 2013. Previously, he had served as a financial aid coordinator for ITT for three years, and has he positions for eight years.	nancial aid. Mr. Garcia holds a held this position since August 5,
4.51	Is the person who determines the amount of student awards <i>not</i> also responsible for disbursing those \boxtimes Yes \square No	awards?
4,52	Are final student financial aid award determinations made by administrative individuals who are <i>not</i> res Yes No	sponsible for recruitment?
4.53	Is the financial aid administrator a member of a state, regional, or national financial aid association changes in the field? ☑ Yes ☐ No	and up to date on procedures and
4.54	Describe how the financial aid office stays current with regulation and policy changes in finar memberships in professional organizations held by this individual). During the visit, the director of finance registered as a member of the Texas Association of Financia At the time of the visit, Mr. Garcia had held the director of finance position for only six weeks. Defour E-courses: "Finance Management 101," "FAC Coaching and Development," "Sexual Harassment Professional Control of the Coaching and Development," "Sexual Harassment Professional Coaching and Development," "Sexual Harassment Professional Coaching and Development,"	d Aid Administrators (TASFFA).

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	Managers," and "Eligible Student Admissions." In his three years as financial aid coordinator, other E-courses.	Mr. Garcia had particpated in nine
4.55	Is there evidence that the financial aid administrator regularly participates in professional awareness a Yes	activities?
4.56	Does the campus have a written policy that accurately reflects the U.S. Department of Education's hour programs and/or clock-to-credit hour programs, including conversion ratios? ☑ Yes ☐ No	definition of a credit hour for credit
4.57	Does the campus provide discounts for cash received in advance of the normal payment schedule? ☐ Yes ☐ No	
4.58	Describe the student services offered by the campus such as, but not limited to, structured tutorin student orientation, etc. The campus holds student orientation sessions each quarter for new students. The sessions are he the dean, faculty, and campus managers greet new students and explain program expectations. Fit to ensure financial paperwork has been completed, and career services discuss career choices and includes a review of campus policies and expectations including attendance policies, the student grievance policies, and other general questions.	ld twice on two different dates and nancial aid staff meet with students trends. The orientation agenda also
	The campus offers advisement. Students are referred to outside professional agencies for in-depth personnel is available to all student who are failing or performing below expectations and is coordicenter (LRC). In addition, staff assist students with other issues affecting retention such as transport	nated through the learning resource
4.59	Are follow-up studies on graduate and employer satisfaction conducted at specific measuring po campus' graduates? ☐ Yes ☐ No ☐ Not Applicable	ints following the placement of the
	The campus has not had any graduates.	
4.60	Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person qualifications? Although the first graduating class will not complete until February 2014, the position of director of career services was filled by M Cidalin Rojas-Nava in August of 2013. Ms. Rojas-Nava holds a bachelor's degree from Texas A&M - Corpus Christi in Crimin Justice and an associate's degree from Del Mar College in Criminal Justice. Prior to joining ITT in August 2013, Ms. Rojas-Nava served in a variety of roles with other educational institutions including director of career services for three years, school director for six years, and as an instructor of cosmetology for two years.	
4.61	Does the campus offer employment assistance to all students? Yes No Not Applicable (campus enrolls only international students on a	student visa)
4,62	Does the campus use placement percentages or salary projections as part of its recruiting activities? ☐ Yes ☐ No	
4.63	The beginning enrollment on the most current Campus Accountability Report (CAR) is 6 The ending enrollment reported on the previous year's CAR is 6	
4.64	Was the team able to verify the retention rate for the campus and for each program as reported or (CAR) last submitted to the Council? ☐ Yes ☐ No ☐ Not Applicable	the Campus Accountability Report
4.65	Are students who receive financial aid counseled concerning their student loan repayment obligations Yes No No Applicable (campus does not participate in financial aid)	?
4.66	Describe the process the campus utilizes to ensure that students are counseled concerning their studer	nt loan repayment obligations.

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The campus utilizes SmartForms for entrance counseling and provides each student with copies of their cost summary and a "Payment Addendum to Enrollment Agreement" (CSPA) which specifies financial obligations for the academic year (three academic quarters). A new CSPA is created each academic year and reviewed with the student by a financial aid coordinator. When students graduate, drop or are dropped by the campus, an exit interview is conducted or mailed to the students outlining their responsibilities for loans. Students are given a debt management guide, deferment eligibility chart, and a repayment estimator chart to assist in making decisions about their student loans. Contact numbers and e-mail addresses of lending institutions and other important offices are provided to students for possible future use. If the student is unavailable for an appointment, exit interview documents are sent by certified mail.

4.67 Describe the extracurricular activities of the campus (if applicable).

Extracurricular activities of the campus include the following; student appreciation grills; field trips; awards ceremonies honoring attendance and grades; and a number of major-affiliated honor societies and associations.

5. EDUCATIONAL ACTIVITIES

No

X Yes

5.01	Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws? ☐ Yes ☐ No		
5.02	Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications? Mr. Ricardo Navejar, academic dean, oversees all of the educational activities. As previously noted, Mr. Navejar holds a bachelor's degree in Mechanical Technology - Computer Drafting and Design and a master's degree in Business Administration, both from the University of Houston. He has been with ITT Technical Institute since June 1999; first as an instructor, then as a department chair and has been the academic dean since April 2012.		
5,03	Does this person have appropriate academic or experiential qualifications? ☐ Yes ☐ No		
5.04	Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs. There is a constant flow of program development from the corporate office to the campus' administrative team. The campus academic dean, supported by subject matter experts, faculty and staff, is ultimately responsible for the development, administration and the academic integrity of the programs offered at the campus. The dean and faculty participate in faculty meetings, professional development plans, and in-service trainings. In addition, the campus has a signed job description detailing duties and responsibilities of faculty in matters of academic governance.		
5.05	Is the time devoted to the administration of the educational programs sufficient? ☑ Yes ☐ No		
5.06	Is there a published policy on the responsibility and authority of faculty in academic governance? Yes No		
5.07	Does the policy, at a minimum, address the role of the faculty in the following areas? (a) Development of the educational program. Yes		

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5.08	Is there evidence that this policy has been adopted and faculty members are aware of it? ☑ Yes ☐ No		
5.09	Does the campus have any programs that require specialized programmatic accreditation to obtain entry-by the state in which the campus is approved? Yes No	evel employment or licensure	
5,11	Was the team able to verify the backup documentation to support the placement rate for the program(s) that hold specialized accreditation as reported on the last Campus Accountability Report submitted to the Council? Yes No Not Applicable		
5,12	Was documentation on file to verify graduates classified on the CAR as "not available for placement"? ☐ Yes ☐ No ☒ Not Applicable		
5.13	Are the educational programs consistent with the campus' mission and the needs of its students? ☑ Yes ☐ No		
5.14	Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and oth interested parties such as advisory committees? Yes \sum No		
5.15	What provisions are made for individual differences among students? Provisions are made for students with individual differences and/or special needs through following An (ADA) requirements and through flexibility in the organization and administration of instruction. Students special assistance provided appropriate documentation is disclosed and presented to the consideration.	dents with special needs may	
	Faculty members are encouraged to use a variety of teaching styles and methods to accommodate individual differences. The campus provides early intervention by academic personnel by offering students who need assistance with their programs of study. Faculty members encourage all accelerated projects and to assist fellow students when possible.	tutoring and mentoring for	
	All theory and lab classrooms have LCD projectors with DVD playing capabilities. The campus opened classrooms with new furniture and computers in well-lighted and clean classrooms which encourages classroom instruction.		
5.16	Describe the system in place to evaluate, revise, and make changes to the curriculum. The corporate-driven curriculum has a systematic process of curricula evaluation, revision and change. Central campus faculty inter with national chairs who specialize in a particular industry or area of expertise for each program of study offered at the campus. Faculty also submit suggested changes and additions to syllabi and course learning resources to the dean for implementation.		
5,17	Does the faculty participate in this process? ⊠ Yes □ No		
5.18	Is credit appropriately converted in relation to total student contact hours in each class? ⊠ Yes □ No		
5.19	If the campus awards academic credit to students who demonstrate subject competency based on acader experiences, is there an established systematic method for evaluating and awarding academic credit to when the systematic method for evaluating and awarding academic credit to when the systematic method for evaluating and awarding academic credit to when the systematic method for evaluating and awarding academic credit to when the systematic method for evaluating and awarding academic credit to when the systematic method for evaluating and awarding academic credit to when the systematic method for evaluating and awarding academic credit to when the systematic method for evaluating and awarding academic credit to when the systematic method for evaluating and awarding academic credit to when the systematic method for evaluating and awarding academic credit to when the systematic method for evaluating and awarding academic credit to when the systematic method for evaluating and awarding academic credit to when the systematic method for evaluating and awarding academic credit to when the systematic method for evaluating and awarding academic credit to when the systematic method for evaluating and awarding academic credit to when the systematic method for evaluating academic credit to when the systematic method for evaluating academic credit to when the systematic method for evaluating academic credit to when the systematic method for evaluating academic credit to when the systematic method for evaluating academic credit to when the systematic method for evaluating academic credit to when the systematic method for evaluating academic credit to when the systematic method for evaluating academic credit to the systematic method for evaluating academic credit to when the systematic method for evaluating academic credit to when the systematic method for evaluating academic credit to when the systematic method for evaluating academic credit to when the systematic method for evaluating academic credit to when the systematic		
5.20	Are courses and breaks scheduled appropriately, given the students' academic background and the coursewo ☐ Yes ☐ No	ork involved?	
5,21	Are the following appropriate to adequately support the number and nature of the general education programs are offered with no general education courses, skip to 5.22)	courses? (If only nondegree	

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	(a) Facilities. ☐ Yes ☐ No (b) Instructional equipment. ☐ Yes ☐ No (c) Resources. ☐ Yes ☐ No (d) Personnel. ☐ Yes ☐ No		
5.22	Does the campus provide an environment for its faculty that is conducive to effective classroom instruction Yes \text{No}	n?	
5.23	Are the quantity and type of instructional materials and equipment proportionate to the size of the campus \boxtimes Yes \square No	and types of programs?	
5.24	Based on the team's observation of the instructional materials used, interviews with students and fac licenses, is the campus in compliance with applicable licensing and copyright laws? ☑ Yes ☐ No	ulty, and a review of software	
5.25	Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file fo ☑ Yes ☐ No	r all instructors?	
5.26	Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education be translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the Nation Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded institutions in the United States? Yes No Not Applicable (no faculty members hold foreign credentials)		
5.27	Is there documented evidence of a systematic program of in-service training at the campus? ☑ Yes ☐ No		
	If Yes, how is this documented? The team verified documentation of a systematic process of in-service training and professional grow meetings. Personnel files included professional development plans to enhance faculty expertise.	wth activities through team-led	
5,28	Is there evidence that appropriate faculty development plans have been developed and implemented annua support completed activities listed on the plans? Yes	ally, including documentation to	
5.29	Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings Yes No	s?	
5.30	Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of d programs? ☑ Yes ☐ No	evelopment for the educational	
5.31	Does the institution utilize contracts and/or agreements with other institutions or entities? ☐ Yes ☐ No		
5.34	Are instructors teaching general education courses assigned in keeping with the minimum requirement <i>Criteria</i> ? ☑ Yes ☐ No	s as stated in the Accreditation	
23.4	- 17 : [17] - [2] [17] - 1		
5.35	Does the program include a minimum of 15 semester, 22.5 quarter hours, or their equivalent in general ✓ Yes □ No	education courses?	

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5.36	Do the programs' general education courses meet Council standards in that the courses place emphapractical applications associated with a particular occupation? Yes No	asis on principles and theory not on
5.37	Are at least one-half of all courses that are part of each associate's degree program taught by far degrees, professional degrees, or bachelor's degrees plus professional certification? ☑ Yes ☐ No	culty members who have graduate
The te	ERAL COMMENTS: eam observed a very dedicated faculty and an energetic and engaged student population. The academies extremely excited about all programs of study and specifically, the success of their students.	c dean, faculty members, and staff
6. 1	EDUCATIONAL FACILITIES	
6.01	Describe the physical facility of the campus (include details such as campus location, square foot situation and any other pertinent information). The campus, located off interstate 410, contains 20,378 square feet consisting of theory classrooms, la library, and bookstore. The parking area is large enough to meet the maximum capacity of 440 st compliance with ADA as well as other federal, state, and local ordinances and regulations. We recruitment, career services, and academic affairs exist along with a student lounge, testing rooms, con a learning resource center. The facility is clean and environmentally pleasing; it meets the needs of student lounges are the needs of student lounges.	aboratories, administrative offices, a audents and staff. The facility is in Vorking environments for finance, imputer labs, theory classrooms, and
6.02	Does the campus utilize any additional space locations? ☐ Yes ☐ No	
6.03	Does the campus utilize campus additions? ☐ Yes	
6,04	Are all facilities (including additional space and campus additions) appropriate for the size of the st offered? ☑ Yes ☐ No	udent population and the programs
6,05	Are the following appropriate to support the student population and the programs offered at all locatic campus additions)? (a) Equipment Yes No (b) Instructional tools Yes No (c) Machinery Yes No	ons (including additional space and
6.06	Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanit Yes No Not Applicable	tation regulations?
7. 1	PUBLICATIONS	
7.01	What catalog was used during the evaluation (please include the year, number, and volume if appropri The catalog used for the evaluation visit is the ITT Technical Institute, San Antonio (NE LOOP 410) 9, published on September 10, 2013,	
7.02	Does the self-study or additional location application part II accurately portray the campus? ☑ Yes ☐ No	

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7.03	Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled st	udents?
	⊠ Yes □ No	
7.04	Does the catalog contain the following items?	
7.04	(a) A table of contents and/or an index.	
	Yes No	
	(b) An indication of the year or years for which the catalog is effective on the front page or cover page.	
	Yes No	
	(c) The names and titles of the administrators.	
	Yes No	
	(d) A statement of legal control which includes the names of trustees, directors, and officers of the corp	oration
	⊠ Yes □ No	
	(e) A statement of accreditation	
	Yes No Not Applicable (initial applicant)	
	(f) A mission statement.	
	⊠ Yes □ No	
	(g) A listing of full-time faculty members which lists all qualifying credentials held along with the aw	arding institution and the area of
	teaching specialization.	
	⊠ Yes □ No	
	(h) An academic calendar.	
	⊠ Yes □ No	
	(i) A full disclosure of the admission requirements.	
	⊠ Yes □ No	
	(j) A statement for each curriculum offered that includes a statement of objective or purpose; an acc	curate and complete listing of all
	courses in the curriculum with a unique identifying number and title, the credit or clock hours a	
	hours required to complete the curriculum; any necessary requirements for certification, licensing,	or registration needed to work in
	the field; and any additional requirements that must be met to complete the curriculum.	
	⊠ Yes □ No	
	(k) A description of each course offered that includes the identifying number, title, credit or clock hou	rs awarded, a concise description
	of the course contents, and any necessary prerequisites.	
	⊠ Yes □ No	
	(1) An explanation of the grading system that is consistent with the one that appears on the student trans	script.
	⊠ Yes □ No	
	(m) A definition of the unit of credit.	
	(n) A complete explanation of the standards of satisfactory academic progress.	
	⊠ Yes □ No	atti atti atti tila mila atti atti
	(o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of	the requirements necessary for
	completion of each.	
	⊠ Yes □ No	
	(p) The transfer of credit policy.	
	⊠ Yes □ No	
	(q) A statement of the tuition, fees, and any other charges.	
	Yes No	
	 (r) A complete and accurate listing of all scholarships, grants, and/or loans offered. ∑ Yes	
	(s) The refund policy.	
	X Yes □ No	
	(t) A statement describing the student services offered.	
	Yes No	
	(u) A student grievance policy that includes the name and address of ACICS (may be in the student han	dbook instead of catalog)
	Yes No Not Applicable (initial applicants only)	door instead of edialog).
	El 163 El 180 Applicante (finital applicants only)	
7.05	Does the campus offer degree programs?	
	☐ Yes ☐ No	

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	If Yes, does the catalog contain the following? (a) An explanation of the course numbering system (for all levels). Yes \sum No
	(b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and bachelor's degrees only).
	 ✓ Yes □ No (c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only). ✓ Yes □ No (d) Identification of courses that satisfy the upper-division (for bachelor's degrees only).
	⊠ Yes □ No
7.06	Does the campus offer courses and/or programs via distance education? ☐ Yes ☐ No
7.07	Does the catalog contain an addendum/supplement? ☐ Yes ☐ No
7.08	Is the catalog available online? ☐ Yes ☐ No
	If Yes, does it match the hard copy version? ☑ Yes ☐ No
7.09	Does the campus utilize a multiple-school catalog? ☐ Yes ☐ No
7,10	Is all advertising and promotional literature, through any type of media (social media, website, newspapers, etc.), truthful and dignified? Yes \sum \subset No
7.11	Is the correct name of the campus listed in all advertising, web postings and promotional literature? ☑ Yes ☐ No
7.12	Where does the campus advertise (publications, online, etc.)? The campus advertises through television advertisements, brochures, mailers, flyers, and online through its website and banner advertisements.
	Are all print and electronic advertisements under acceptable headings? ☐ Yes ☐ No
7.13	Does the campus use endorsements, commendations, or recommendations in its advertising? Yes No
	If <i>Yes</i> , is there evidence that prior written consent was obtained and that all representations are factual and portraying current conditions? Yes No
7.14	Does the campus utilize services funded by third parties? ☐ Yes ☑ No
7.15	Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?
	⊠ Yes □ No
7.16	Is the phrase "for those who qualify" properly referenced in all advertising that mentions financial aid? Yes No Not Applicable (campus does not participate in financial aid)

8.06

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7.17	What institutional performance information does the campus routinely provide to the The campus routinely publishes occupational codes for all of its programs, on-tin loan debt. It should be noted that the information presented is an aggregate Inadianapolis main campus which includes the San Antonio additional location.	me graduation rates, costs, placement rates, and i	
	Where is this information published and how frequently is this information being u. The information is published on the institution's website and is updated annually.	updated?	
8. 1	LIBRARY, INSTRUCTIONAL RESOURCES, A	AND TECHNOLOGY	
8,01	Does the campus develop an adequate base of library resources? ☑ Yes ☐ No		
8.02	Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses? ☐ Yes ☐ No		
8.03	Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the lear process? ☑ Yes ☐ No		ırning
8.04	Are adequate staff provided to support the development, organization of the colle	ection, and access of library resources?	
8.05	Describe how the campus develops continuous assessment strategies for resources. The campus library is supported by corporate personnel to ensure the level of programs offered at the campus. The learning resource center (LRC) coordina faculty, and lead instructors in the development and utilization of an adequate be strategy for library resources and adequate staff, and in providing training for fac	of library resources needed is provided in relative ator is constantly seeking information from studies of library resources, in a continuous assessment	dents.
	Are these methods appropriate? ☑ Yes ☐ No		

Is the library staff adequately trained to support the library? \boxtimes Yes \square No

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8.07	Is the campus' established annual budget appropriate to the size and scope of the campus and the allocation appropriately expended for the purchase of books, periodicals, library equipment, and materials?	
	⊠ Yes □ No	
8.08	What is the amount of the current year's library budget excluding personnel allocations? The current year's library budget is \$2,087 or .1% of tuition revenue in addition to the use of the corporate	-managed virtual library.
8.09	What portion of the current year's library budget has been spent and how has the money been allocated? At the time of the visit, the campus has spent \$375 or 18% of the budget for periodical, library equipment and other resource are reference materials.	
8.10	Is there evidence that the faculty have major involvement in the selection of library resources? ✓ Yes □ No	
8.11	Are the library hours adequate to accommodate the needs of all students? ☑ Yes ☐ No	
8.12	Describe how the faculty inspire, motivate, and direct student usage of the library resources? All first quarter students are introduced to the LRC and the virtual library through classroom visits and LRC. All faculty members are required to participate in tutoring logistics of the virtual library to enfrom the use of the virtual library. Faculty members are required to create a virtual library assignments.	sure how students can benefit
	Are these methods appropriate? ⊠ Yes □ No	
8.13	Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize ⊠ Yes □ No	e the library materials?
8.14	Are records of physical and/or online resources and circulation accurate and up to date? ∑ Yes □ No	
8.15	If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and evidence of student use documented? Yes No Not Applicable (no interlibrary agreements)	
8.16	Describe any full-text online collections available to students. The library offers full-text online support for all of the programs offered by the campus through various electronic resources a physical collections. Full-text library materials and services are available at times consistent with the typical student's schedule both day and evening programs including EBSCOHost, Gale, Books 24/7, and Ebrary. The library provides a variety of online periodical database full-text articles on topics in the arts, sciences, social sciences, humanities, and mathematics fields.	
8.17	Are the library physical holdings and /or full-text online collections up to date and adequate for the size of and enrollment in its educational programs? ☑ Yes ☐ No	e of the campus and the breadth
8.18	Does the library collection include holdings in the humanities, arts, social sciences, and sciences, included Yes ☐ No	ling mathematics?
8.19	Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site? The campus has two full-time library assistants, Ms. Nancy Castro and Ms. Courtney Parker. Ms. Cast Business and an associate's degree in Behavioral Sciences from Concordia University in San Ar experience as a banker. Ms. Parker holds a bachelor's degree in English from Texas State University in of experience as a library technician and assistant. The assistants are members of the Texas Library As on-site library hours which are 9 a.m. until 9 p.m. on Monday through Friday and 9 a.m. until 2 p.m. on	ntonio, and has four years of San Marcos and has five years association. The assistants share

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	Does this individual: (a) Supervise and manage the library and instructional resources?
	Yes No (b) Facilitate the integration of instructional resources into all phases of the campus's curricular and educational offerings?
	 ✓ Yes
8.20	Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources? ☑ Yes ☐ No
8.21	Have library staff transcripts from campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States?
	Yes No Not Applicable (staff do not hold foreign credentials)
8.22	Is documentation on file to reflect the librarian's participation in professional growth activities? ☑ Yes ☐ No
8.23	Are the hours the library is open adequate to accommodate the needs of all students? Yes No
8,24	Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning? Yes No
9.	PROGRAM EVALUATION
	Academic Associate's Degree in Drafting and Design Technology
9,01	Is licensure, certification or registration required to practice in the specific career field? ☐ Yes ☐ No
9.02	Who is assigned to administer the academic program(s), and what are this person's qualifications? Mr. Ricardo Navejar, academic dean, administers the program. As previously noted, Mr. Navejar holds a bachelor's degree in Mechanical Technology - Computer Drafting and Design and a master's degree in Business Administration, both from the University of Houston. He has been with ITT Technical Institute since June 1999; first as an instructor, then as a department chair and has been the academic dean since April 2012.
9.03	Does this individual possess appropriate academic or experiential qualifications? ⊠ Yes □ No
9.04	Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)? Yes No
9.05	Are the time and resources devoted to the administration of the educational program(s) sufficient? ☑ Yes ☐ No
9.06	Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas: (a) Student retention rate of 62%?
	Yes No Not Applicable (Additional Location Inclusion only)

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	(b) Student placement rate of 58%? ☐ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)	
9.07	List the community resources and describe how they are utilized to enrich the program(s). Three field trips and two guest speakers, which are described below, have been provided to enrich the Draprogram.	offing and Design Technology
	A field trip was taken to the U.S. Army Corps of Engineers where students were exposed to construction at to CDS Muery Engineers and Surveyors students observed the use of Computer Aided Design (CAD) by civil engineering, surveying, 3D laser scanning and mapping services. In April 2013, a visit was taken to Transplant Hospital in San Antonio where students toured the facilities and reviewed reports from the Envanalyzing indoor air quality and other hospital system requirements. All field trips are documented with was by the student and faculty participants.	his consulting firm that offers the Methodist Specialty and ironmental Protection Agency
	Documentation of presentations given by the following guest speakers is on file: architect Billy Johnson presented examples of his work and how he applies different sketching and drawing techniques in the of Montanez, a CAD Manager operator, who spoke about his work experience to the students.	
9.08	Is the utilization of community resources sufficient to enrich the program? ☑ Yes ☐ No	
9.09	Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupa credential, or both? ☐ Yes ☐ No	ional objective, an academic
9.10	Does the catalog and/or other advertising material such as brochures and web site, accurately describe the p ☐ Yes ☐ No	rogram and its objectives?
9.11	For programs that include practica, externships, or internships, does the institution have a written and m outlines the arrangement between the institution and the practicum site, including specific learning objand evaluation criteria? Yes No Not Applicable (these elements are not part of the program or no studthem)	ectives, course requirements,
9.12	Does the program use independent studies? ☐ Yes ☐ No	
9.14	Are the curriculum and length of the program appropriate to meet the educational and placement objectives ☐ Yes ☐ No	of the program?
9.15	Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are ⊠ Yes □ No	hey being followed?
9.16	Is an appropriately detailed syllabus on file for each course that includes: (a) Title and course descriptions Yes No (b) Course numbers Yes No (c) Course prerequisites and/or corequisites Yes No (d) Instructional contact hours/credits Yes No (e) Learning objectives Yes No (f) Instructional materials and references	

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	⊠ Yes □ No	
	(g) Topical outline of the course	
	⊠ Yes □ No	
	(h) Instructional methods	
	⊠ Yes □ No	
	(i) Assessment criteria	
	⊠ Yes □ No	
	(j) Method of evaluating students	
	⊠ Yes □ No	
	(k) Date the syllabus was last reviewed	
	⊠ Yes □ No	
	For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour pro	ograms only
	(l) Out-of-class work assignments that support the learning objectives for the course	Arming willy.
	Yes No Not Applicable (Additional Location Inclusion)	
	(m) A description of the minimum amount of time a student is expected to spend on completion of the work assign	nments
	Yes No Not Applicable (Additional Location Inclusion)	michts
	Tes Not Applicable (Additional Education inclusion)	
9.17	Do students confirm that they receive a course syllabus and that it is followed? ☐ No ☐ No	
9.18	Are the courses available when needed by the student in the normal pursuit of a program of study? ☐ Yes ☐ No	
9.19	Was the team able to verify the backup documentation to support the placement rate for the program(s) as repor	tad on the last Compus
9.19	Accountability Report submitted to the Council?	ied on the last Campus
	Yes No Not Applicable (there have been no graduates)	
	How many calls to employers or graduates were attempted? N/A	
	How many calls to employers or graduates were successful? N/A	
	How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please of between the number of successful contacts and confirmations. N/A	explain any discrepancy
0.20		
9.20	Was documentation on file to verify graduates classified on the CAR as "not available for placement"? ☐ Yes ☐ No ☐ Not Applicable	
9.24	Are the following appropriate to adequately support the number and nature of the program? (a) Facilities.	
	⊠ Yes □ No	
	(b) Instructional equipment.	
	⊠ Yes □ No	
	(c) Resources.	
	⊠ Yes □ No	
	(d) Personnel.	
	⊠ Yes □ No	
9.25	Are the following elements appropriately incorporated into the instructional components of the program?	
	(a) Systematic planning.	
	⊠ Yes □ No	
	(b) Well-defined instructional objectives.	
	⊠ Yes □ No	

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	(c) The selec	tion and use	of appropriate and current learning materials.	
	⊠ Yes	□ No	appropriate and current tearning materials.	
			instructional delivery.	
	⊠ Yes	☐ No		
			assessment strategies.	
	⊠ Yes	□No		
	(f) The use of		experiences.	
	⊠ Yes	□ No		
9.27			qualifications meet the minimum requirements outlined in the Accred, and experientially appropriate to the subject matter they teach and the level	
9.28	Is the size of t ⊠ Yes	the faculty ap	propriate to the total student enrollment?	
	△ res	□ No		
9,29	Is an adequate ☑ Yes	core of full-	and part-time faculty employed to ensure sound direction and continuity of	development for the program?
9.30	Are teaching l ☐ Yes	oads reasona	ble?	
9.38			uired to complete the program at least 60 semester hours, 90 quarter hours, six quarters, or the equivalent?	or their equivalent, earned over
9.39	Is there a min ☑ Yes	imum of 30 s	semester hours, 45 quarter hours, or their equivalent in courses within the are	a of concentration?
9.40	Does the cur degree?	riculum quar	ntitatively and qualitatively approximate the standards at other collegiate	institutions offering the same
	⊠ Yes	□ No		
9.41	Is enrollment ☐ Yes	in the second	academic year of the two-year program sufficient to support regularly sched Not Applicable (no students in the second year)	duled classes?
9.42	Are the secon	d-year course	es based upon appropriate first-year prerequisites? Not applicable	
9. F	PROGRA	M EVA	LUATION	
A	cademic As	sociates D	egree in Electrical Engineering Technology	
	, , , , , , , , , , , , , , , , , , , ,	A STATE OF THE PARTY OF THE PAR	3	
9.01	Is licensure, co	ertification or	registration required to practice in the specific career field?	

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VER. S	eptember 1, 2013 ACICS INITIA	L, REEVALUATION, OR ADDITIONAL LOCATION INCLUSION REPORT	Page 26 of 39		
9.02	Mr. Ricardo Navejar, acade Mechanical Technology - C	er the academic program(s), and what are this person's qualifications? mic dean since April 2012, administrates the program. As previously noted, omputer Drafting and Design and a master's degree in Business Administrate as an instructor and department chair.			
		subject-matter expert, Mr. Robert McCullar. Mr. McCullar holds an assum ITT Technical Institute in San Antonio, Texas and a bachelor's degree in in San Antonio, Texas.			
9.03	Does this individual possess appropriate academic or experiential qualifications? ☐ Yes ☐ No				
9.04	Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)? Yes \sum No				
9.05	Are the time and resources o ☐ Yes ☐ No	devoted to the administration of the educational program(s) sufficient?			
9.06	Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas: (a) Student retention rate of 62%? Yes No Not Applicable (Additional Location Inclusion only) (b) Student placement rate of 58%? Yes No Not Applicable (Additional Location Inclusion only)				
9.07	List the community resources and describe how they are utilized to enrich the program(s). The following community resources have been used to enrich the program: a field trip to Southwest Research Institute on February 1 2013, where students observed practical work in electronics; and a guest speaker, Sergeant Shaun D. Canfield, who spoke to the GS114 Strategies for the Technical Professional class on November 26, 2012, on the topic of "Interview for Success."				
9.08	Is the utilization of commun ☐ Yes ☐ No	ity resources sufficient to enrich the program?			
	If No. insert the section num	ber in parentheses and explain:			
	(Section 3-1-512(c)): There was held and one general to program. The self-study su program development and Section 5.8.1 of the self-study was provided a general age show an advisory committee.	e are not sufficient community resources utilized to enrich the program. While opic was presented by a guest speaker, this limited use of community resources ibmitted by the campus mentions the importance of an advisory committed revision, student placement, selection of learning materials and recruitment ly states advisory committees are "being formed and will meet during the Jun nda for a proposed meeting date of October 24, 2013, the team was not program formed. In addition, the campus provided no evidence of schedul l by this program in the future.	rces is insufficient to enrich the ee as a community resource in of faculty and guest speakers. e 2013 quarter." While the team wided with specific evidence to		
9.09	Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both? Yes No				
9.10	Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives? Yes No				
9.11		practica, externships, or internships, does the institution have a written and etween the institution and the practicum site, including specific learning or			
	Yes No them)	Not Applicable (these elements are not part of the program or no st	udent is at the point of needing		
9.12	Does the program use indep	endent studies?			

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Yes	⊠ No	
Are the curr	iculum and length of the program appropriate to meet the educational and placement of No	objectives of the program?
Are course	prerequisites appropriate, are they identified in the catalog and on the course syllabi	, and are they being followed?
(a) Title an Yes (b) Course Yes (c) Course Yes (d) Instruct Yes (e) Learnin Yes (f) Instruct Yes (g) Topical Yes (h) Instruct Yes (i) Assessi Yes (j) Method Yes (k) Date th Yes For Title IV (l) Out-of-	d course descriptions No mumbers No prerequisites and/or corequisites No ional contact hours/credits No ig objectives No ional materials and references No outline of the course No ional methods No ional method	
Do students Yes	confirm that they receive a course syllabus and that it is followed?	
Are the cou	rses available when needed by the student in the normal pursuit of a program of stud	ly?
Accountabil Yes How many of N/A How many of N/A How many of N/A	ity Report submitted to the Council? No Not Applicable (there have been no graduates) calls to employers or graduates were attempted? calls to employers or graduates were successful?	
	☐ Yes Are the curre ☐ Yes Are course : ☐ Yes Is an approp (a) Title an ☐ Yes (b) Course ☐ Yes (c) Course ☐ Yes (d) Instruct ☐ Yes (e) Learnin ☐ Yes (f) Instruct ☐ Yes (g) Topical ☐ Yes (i) Assessi ☐ Yes (i) Assessi ☐ Yes (i) Method ☐ Yes (k) Date th ☐ Yes (l) Out-of- ☐ Yes (m) A descri ☐ Yes (m) A descri ☐ Yes Was the tea Accountabil ☐ Yes How many of N/A How many of N/A How many of N/A How many of N/A	Are the curriculum and length of the program appropriate to meet the educational and placement of Yes No Are course prerequisites appropriate, are they identified in the catalog and on the course syllability Yes No Is an appropriately detailed syllabus on file for each course that includes: (a) Title and course descriptions Yes No (b) Course numbers Yes No (c) Course prerequisites and/or corequisites Yes No (d) Instructional contact hours/credits Yes No (f) Instructional materials and references Yes No (g) Topical outline of the course Yes No (i) Instructional materials and references Yes No (ii) Instructional materials and references Yes No (i) Instructional materials and references Yes No (i) Instructional materials and references Yes No (i) Out-of-law No (i) Out-of-law No (ii) Out-of-claw sork assignments that support the learning objectives for the course Yes No No Applicable (Additional Location Inclusion) (ii) Out-of-claw No Not Applicable (Additional Location Inclusion) No Yes No Not Applicable (Additional Location Inclusion) Do students confirm that they receive a course syllabus and that it is followed? Yes No Not Applicable (Additional Location Inclusion) Do students confirm that they receive a course syllabus and that it is followed? Yes No Not Applicable (Here have been no graduates) How many calls to employers or graduates were attempted? N/A How many calls to employers or graduates were attempted? N/A How many of the successful contacts confirmed the employment of the graduate as reported on the between the number of successful contacts and confirmations.

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VER. S	eptember 1, 2013 ACICS INITIAL, REEVALUATION, OR ADDITIONAL LOCATION INCLUSION REPORT	Page 28 of 39
9.20	Was documentation on file to verify graduates classified on the CAR as "not available for placement"? ☐ Yes ☐ No ☒ Not Applicable	
9.24	Are the following appropriate to adequately support the number and nature of the program?	
	(a) Facilities.	
	Yes No (b) Instructional equipment.	
	Yes No	
	(c) Resources.	
	∑ Yes □ No	
	(d) Personnel. Yes No	
9,25	Are the following elements appropriately incorporated into the instructional components of the program?	
3,25	(a) Systematic planning.	
	⊠ Yes □ No	
	(b) Well-defined instructional objectives.	
	Yes No (c) The selection and use of appropriate and current learning materials.	
	Yes No	
	(d) Appropriate modes of instructional delivery.	
	∑ Yes ☐ No	
	(e) The use of appropriate assessment strategies. ☐ Yes ☐ No	
	(f) The use of appropriate experiences.	
	⊠ Yes ☐ No	
9.27	Do the faculty members' qualifications meet the minimum requirements outlined in the Accree qualifications academically and experientially appropriate to the subject matter they teach and the leve Yes	ditation Criteria, and are their of the credential awarded?
9.28	Is the size of the faculty appropriate to the total student enrollment? ☑ Yes ☐ No	
9.29	Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of Yes No	development for the program?
9,30	Are teaching loads reasonable? ⊠ Yes □ No	
9.38	Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, a period of four semesters, six quarters, or the equivalent? Yes \sum No	or their equivalent, earned over
9.39	Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the ar	ea of concentration?
9.40	Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate degree?	e institutions offering the same
	⊠ Yes □ No	
9.41	Is enrollment in the second academic year of the two-year program sufficient to support regularly sche Yes No Not Applicable (no students in the second year)	duled classes?
9.42	Are the second-year courses based upon appropriate first-year prerequisites? ✓ Yes ☐ No ☐ Not applicable	

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COMMENDATIONS:

All of the students interviewed by the team expressed great satisfaction with the instructors, administration, their program, and the campus in general.

9. PROGRAM EVALUATION

Academic Associates Degree in Network Systems Administration

or other resources to be utilized by this program in the future.

9.01	Is licensure, certification or registration required to practice in the specific career field? ☐ Yes ☐ No				
9.02	Who is assigned to administer the academic program(s), and what are this person's qualifications? Mr. Ricardo Navejar, academic dean since April 2012, administrates the program. As previously noted, he holds a bachelor's degree in Mechanical Technology - Computer Drafting and Design and a master's degree in Business Administration both from the University of Houston; and has instructor and department chair experience.				
	Mr. Navejar is assisted by subject-matter expert, Mr. Mario Martinez. Mr. Martinez holds a bachelor's degree in Composite from Texas A&M University; an associate's degree in Computer Technology from Laredo Community College in Laredo, Texas; and is CompTIA A+ and Network+ certified.				
9.03	Does this individual possess appropriate academic or experiential qualifications? ☑ Yes ☐ No				
9.04	Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)? Yes				
9.05	Are the time and resources devoted to the administration of the educational program(s) sufficient? ☐ Yes ☐ No				
9.06	Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas: (a) Student retention rate of 62%? Yes No Not Applicable (Additional Location Inclusion only) (b) Student placement rate of 58%? Yes No Not Applicable (Additional Location Inclusion only)				
9.07	List the community resources and describe how they are utilized to enrich the program(s). The following community resources have been used to enrich the program: a field trip was taken to Randolph-Brooks Federal Credit Union on October 17, 2012, where students observed the credit union's working data center; and a guest speaker, Sergeant Shaun D. Canfield spoke to the GS1145 Strategies for the Technical Professional class on November 12, 2012, on the topic of "Interview for Success."				
9.08	Is the utilization of community resources sufficient to enrich the program? ☐ Yes ☐ No				
	(Section 3-1-512(c)): There are not sufficient community resources utilized to enrich the program. While one program-specific field trip was held and one general topic was presented by a guest speaker, this limited use of community resources is insufficient to enrich the program. The self study submitted by the campus mentions the importance of an advisory committee as a community resource in				

program development and revision, student placement, selection of learning materials and recruitment of faculty and guest speakers. Section 5.8.1 of the self-study states advisory committees are "being formed and and will meet during the June 2013 quarter." While the team was provided a general agenda for a proposed meeting date of October 24, 2013, the team was not provided with specific evidence to show an advisory committee was being formed. In addition, the campus provided no evidence of scheduled field trips, guest speakers,

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9.09	Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occeredential, or both? ☑ Yes ☐ No	cupational objective, an academic
9.10	Does the catalog and/or other advertising material such as brochures and web site, accurately describe t ☑ Yes ☐ No	he program and its objectives?
9.11	For programs that include practica, externships, or internships, does the institution have a written an outlines the arrangement between the institution and the practicum site, including specific learning and evaluation criteria? Yes No Not Applicable (these elements are not part of the program or no them)	objectives, course requirements,
9.12	Does the program use independent studies? ☐ Yes ☐ No	
9.14	Are the curriculum and length of the program appropriate to meet the educational and placement object ☑ Yes ☐ No	ives of the program?
9.15	Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and \boxtimes Yes \square No	are they being followed?
9.16	Is an appropriately detailed syllabus on file for each course that includes: (a) Title and course descriptions Yes	
9.17	Do students confirm that they receive a course syllabus and that it is followed? Yes No	
9.18	Are the courses available when needed by the student in the normal pursuit of a program of study? Yes No	

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9.19	Was the team able to verify the backup documentation to support the placement rate for the program(s Accountability Report submitted to the Council? Yes No Not Applicable (there have been no graduates)) as reported on the last Campus
	How many calls to employers or graduates were attempted? N/A	
	How many calls to employers or graduates were successful? N/A	
	How many of the successful contacts confirmed the employment of the graduate as reported on the CAR between the number of successful contacts and confirmations. N/A	? Please explain any discrepancy
9,20	Was documentation on file to verify graduates classified on the CAR as "not available for placement"? ☐ Yes ☐ No ☒ Not Applicable	
9.24	Are the following appropriate to adequately support the number and nature of the program? (a) Facilities. ☐ No	
	(b) Instructional equipment. ☐ Yes ☐ No (c) Resources. ☐ Yes ☐ No (d) Personnel. ☐ Yes ☐ No	
9.25	Are the following elements appropriately incorporated into the instructional components of the program? (a) Systematic planning. Yes No (b) Well-defined instructional objectives. Yes No (c) The selection and use of appropriate and current learning materials. Yes No (d) Appropriate modes of instructional delivery. Yes No (e) The use of appropriate assessment strategies. Yes No (f) The use of appropriate experiences. Yes No	
9.27	Do the faculty members' qualifications meet the minimum requirements outlined in the Accread qualifications academically and experientially appropriate to the subject matter they teach and the leve Yes	
9.28	Is the size of the faculty appropriate to the total student enrollment? ☐ Yes ☐ No	
9,29	Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of Yes	development for the program?
9.30	Are teaching loads reasonable? ☑ Yes ☐ No	

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9.38			quired to complete the program at least 60 semester hours, 90 quarter hours, six quarters, or the equivalent?	or their equivalent, earned over
9.39	Is there a n ⊠ Yes	ninimum of 30	semester hours, 45 quarter hours, or their equivalent in courses within the are	ea of concentration?
9.40	Does the degree? Yes	eurriculum qua	ntitatively and qualitatively approximate the standards at other collegiate	institutions offering the same
9.41	Is enrollme ⊠ Yes	ent in the second	d academic year of the two-year program sufficient to support regularly scheduler. Not Applicable (no students in the second year)	duled classes?
9.42	Are the sec ⊠ Yes	ond-year cours	es based upon appropriate first-year prerequisites? Not applicable	
in the second second	All I	The state of the last of the l	the team expressed great satisfaction with the instructors, administration, the	eir program, and the campus in

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SUMMARY

The institution is not in compliance with the Accreditation Criteria in the following areas:

Number	Citation	Summary Statement
ı	Section 3-1-512(c)	There is not sufficient use of community resources to enrich the academic associate's degree programs in Network Systems Administration and Electrical Engineering Technology (pages 26, 29 and 30).

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RECOMMENDATIONS

The evaluation team offers the following recommendations for the institution's consideration (These recommendations are not included in the report seen by the Council):

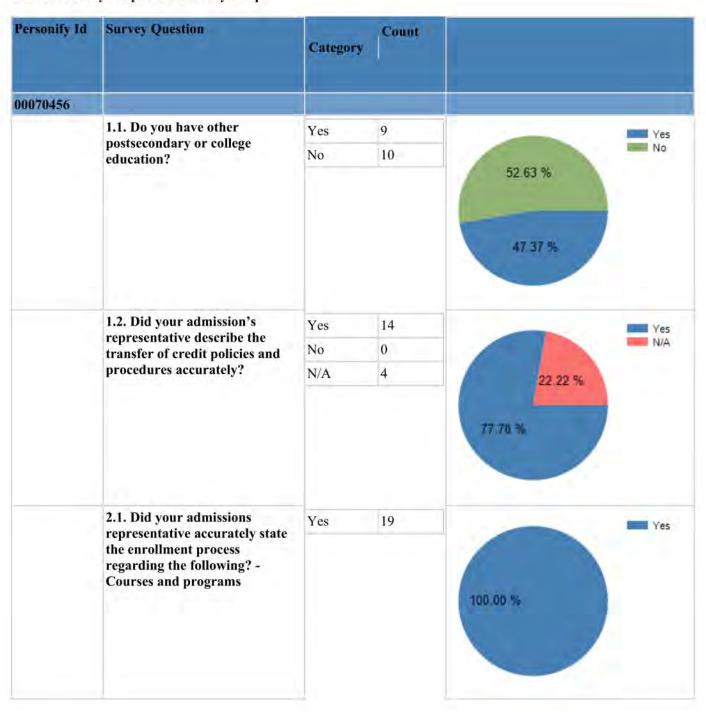
Drafting and Design Technology:

- That a projector be provided in the Drafting and Design Technology classroom to support the mode of instructional delivery to students in the program.
- Students should receive a package with drawing materials that includes a drawing board and proper drawing tables with parallel or T-rulers. These items should be included in the package of supplies that students receive at the beginning of the term.

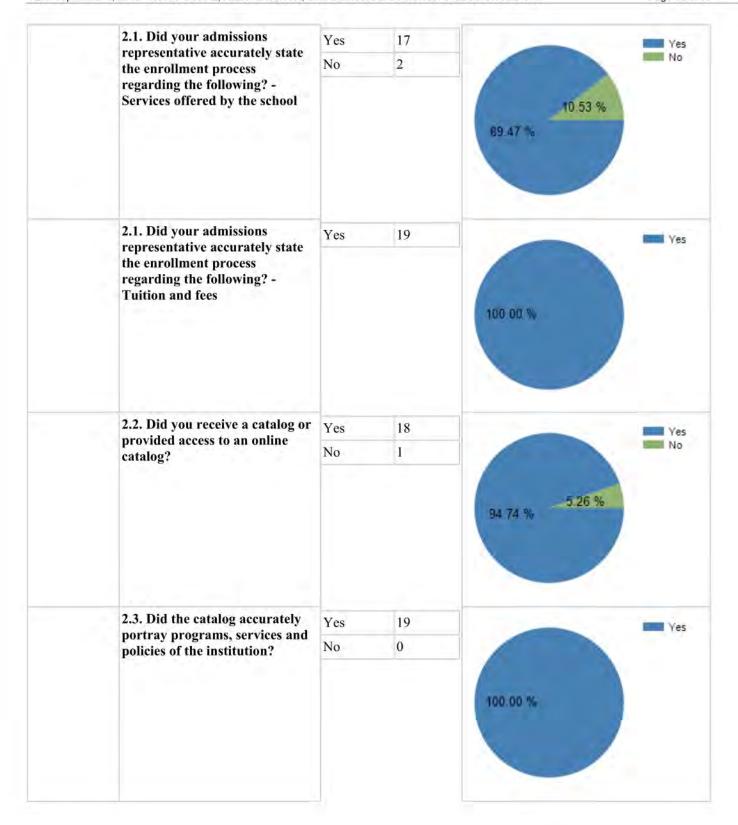
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Please find below the results of the Student Surveys issued to several students while the team was on-site. Please note that these results are aggregated and are not distinguished by individual programs.

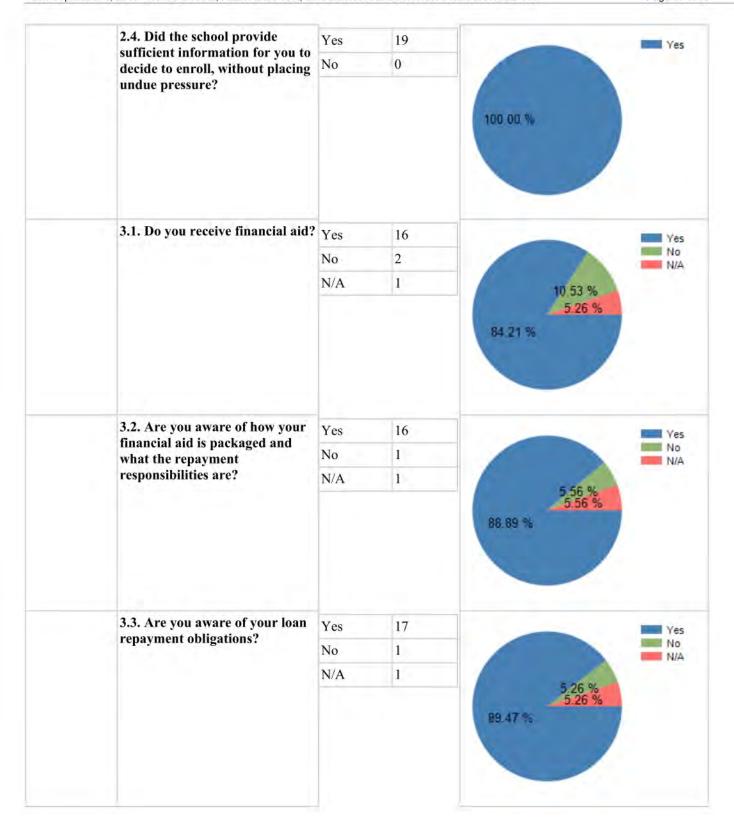
Student Survey Response Summary Graph



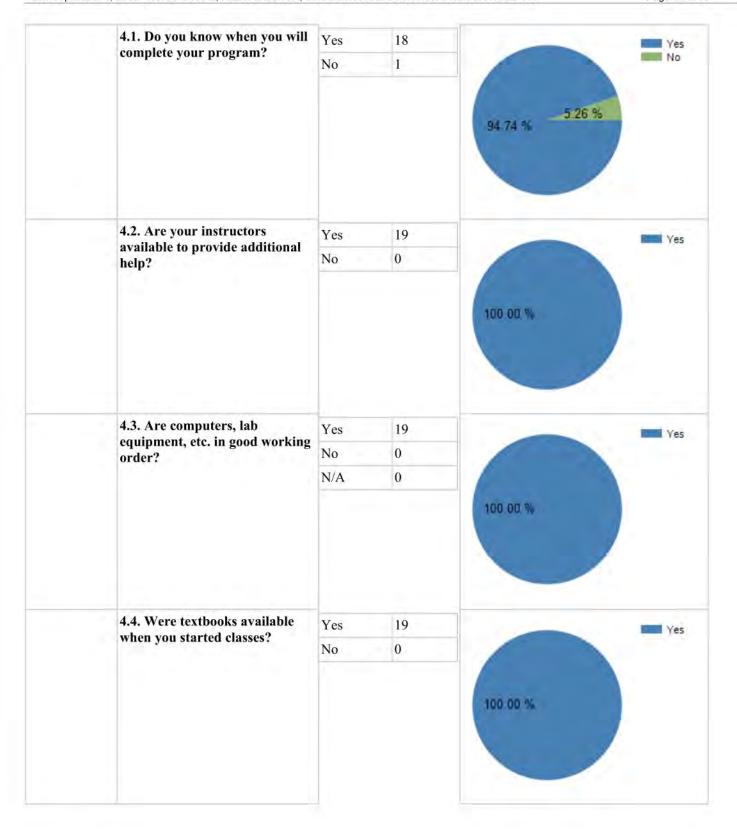
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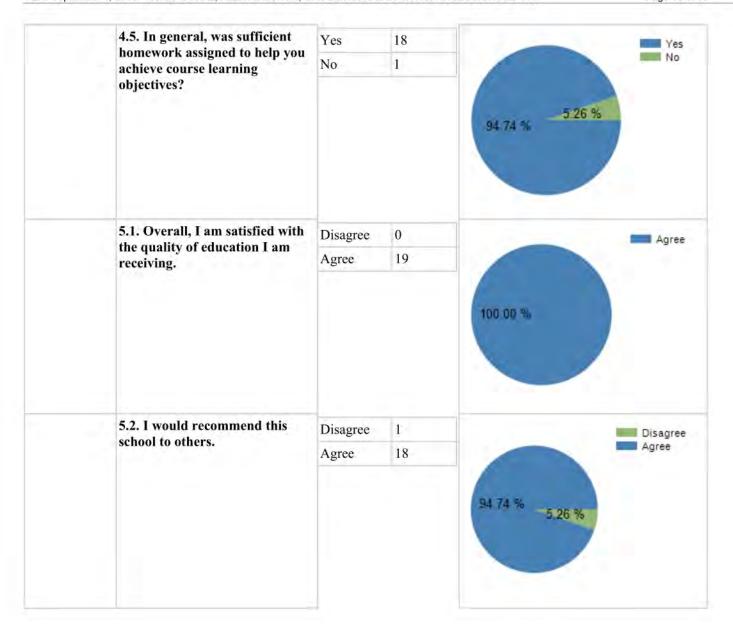
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NEW GRANT VISIT REPORT

Westwood College, Annandale Campus 7619 Little River Turnpike, Suite 500 Annandale, VA 22003 ACICS ID Code: 00027058

Dr. Mary Kay Svedberg, Campus President ((b)(6) @westwood.edu)
(b)(6) @westwood.edu

MAIN CAMPUS Westwood College-South Bay Torrance, CA 90502 ACICS ID Code: 00027056

September 9-10, 2013

Dr. Richard Murphree	Chair	Consultant Effectual Business Servicse	Eagle, ID
Ms. Betty Herard	Student-Relations Specialist	Global Learning Strategies	Birmingham, AL
Dr. Thomas Duff	Educational Activities and Library	University of Minnesota, Duluth	Duluth, MN
Mr. Steve Johnson	Business Administration Specialist	Team member's institution	Memphis, TN
Mr. George Cormier Jr.	Construction Management Specialist	ITT Technical Institute	Las Vegas, NV
Mr. Terry Campbell	Criminal Justice Specialist	Kaplan University	Okeechobee, FL
Dr. Eva Skuka	Medical Assistant/Office Management Specialist	Berkley College	Wayne, NJ
Mr. Barry Phillips	Graphic Design Specialist	Art Director -PBS, NBC	Burelson, TX
Mr. Fredrick Hampton	Interior Design/Computer-Aided Design Specialist	Design Collaborative	Tampa, FL
Mr. Charles Saunders	Information Technology Specialist	Virginia College	Owens Cross Roads, AL
Ms. Karly Zeigler	Staff Representative	ACICS	Washington, DC

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ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS

PROGRAMS OFFERED BY WESTWOOD COLLEGE

ANNANDALE, VA

					Enroll: Full- time/ Part- time	CAR Retention & Placement			
action of sales	ACICS CREDENTIAL	Sead State	5.12			2012		2011	
CREDENTIAL EARNED		APPROVED PROGRAM TITLE	Clock Hrs.	Credit Hrs.		Ret.	Pla.	Ret.	Pla.
Diploma	Diploma	Medical Assisting	955	69.5	.37/1	88.89%	N/A	N/A	N/A
Associate of Science	Academic Associate's degree	Computer Aided Design: Architectural Drafting	1205	90	12/5	80%	100%	N/A	N/A
Associate of Science	Academic Associate's degree	Business Administration	910	90	22/12	91.67%	N/A0	68.80%	100%
Associate of Science	Academic Associate's degree	Criminal Justice	905	90	17/5	100%	N/A	N/A	N/A
Associate of Science	Academic* Associate's degree	Medical Assisting *	1180	92	12/8	N/A	N/A	N/A	N/A
Associate of Science	Academic Associate's degree	Construction Management	965	90	13/7	100%	N/A	N/A	N/A
Associate of Science	Academic Associate's degree	Graphic Design	1205	90	15/4	68.09%	100%	79,20%	100%
Associate of Science	Academic Associate's degree	Information Technology	1225	90	12/31	77.42%	N/A	50%	N/A
Associate of Science	Academic Associate's degree	Medical Office Management	945	90	6/3	100%	N/A	N/A	N/A
Bachelor of Science	Bachelor's degree	Business Administration: Major Accounting and Financial Management	1820	180	3/6	66.67%	N/A	57.10%	N/A
Bachelor of Science	Bachelor's degree	Business Administration: Major in Healthcare Management **	1820	180	2/1	58.62%	N/A	44.40%	100%
Bachelor of Science	Bachelor's degree	Business Administration: Major in Human Resources Management	1820	180	1/1	100%	N/A	N/A	N/A
Bachelor of Science	Bachelor's degree	Business Administration: Major in Management	1820	180	10/5	58.49%	100%	53.30%	N/A
Bachelor of Science	Bachelor's degree	Graphic Design: Animation	2330	180	6/4	81.48%	66.67%	79.50%	100%
Bachelor of Science	Bachelor's degree	Information and Network Technologies: Computer Forensies	2305	180	2/0	100%	N/A	75%	N/A
Bachelor of Science	Bachelor's degree	Information and Network Technologies: Network Management	2350	180	14/6	70.21%	100%	65.10%	N/A
Bachelor of Science	Bachelor's degree	Information Technology: Systems Security	2350	180	12/3	70%	33.33%	55.90%	100%
Bachelor of Science	Bachelor's degree	Criminal Justice: Major in Administration	1820	180	32/1	72.73%	90%	68.60%	84.60%
Bachelor of Science	Bachelor's degree	Criminal Justice: Major in Investigations	1820	180	7/1	68.97%	80%	56.10%	100%
Bachelor of Science	Bachelor's degree	Construction Management	1945	180	12/7	72.14%	100%	73.80%	90.90%
Bachelor of Science	Bachelor's degree	Interior Design	2330	180	8/1	77.50%	62,50%	72.70%	80%

TOTAL ENROLLMENT

378

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- *Program reviewed for the first time
- **Not accepting new students
- *** Typed in bold are any retention rate below 62% or placement rate below 58%

INTRODUCTION

In March 2006, the Westwood College Annandale opened its doors for the inaugural term. The campus is nestled in the beltway of our nation's capital, located at 7619 Little River Turnpike, Suite 500, in Annandale, Virginia. Initially, the college was accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC) and its programs were approved by the State Council of Higher Education for Virginia (SCHEV). In December 2010, the college received initial accreditation from the Accrediting Council for Independent Colleges and Schools (ACICS).

Due to rapid student population growth, it was apparent that the college needed additional space for classrooms and labs. In August 2010, the college added 9,815 additional square feet in an adjoining building located at 7611 Little River Turnpike, 6th Floor, Annandale, Virginia. The Hon. John Roll courtroom has shared occupancy in the additional space since February 2011.

A consortium agreement is signed with Westwood College Online to offer campus students the opportunity to take courses through online delivery, providing more flexibility in class options for students enrolled in residential campus programs.

As of July 1, 2013, the student population is 386.

1. MISSION

1.01	Give the page number in the campus catalog on which the mission statement can be found. The mission statement can be found on page eight of the 2013 course catalog dated May 2013.
1.02	Does the campus have an appropriate mission statement with a set of supporting objectives? ☐ Yes ☐ No
1.03	Are the objectives devoted substantially to career-related education? ☑ Yes ☐ No
1.04	Are the objectives reasonable for the following? (a) The programs of instruction Yes No (b) The modes of delivery. Yes No (c) The facilities of the campus. Yes No
1.05	Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public? Yes No
1.06	Is the campus committed to successful implementation of its mission? Yes No
CAM	PUS EFFECTIVENESS
1.07	Does the campus have a current Campus Effectiveness Plan (CEP)? ☑ Yes ☐ No
1.08	If the campus is an additional location, does the additional location have its own CEP, separate from the main campus IEP?

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X Yes ☐ No ☐ Not Applicable 1.09 Does the CEP describe the following? (a) The characteristics of the programs offered. X Yes No (b) The characteristics of the student population. (c) The types of data that will be used for assessment. No (d) Specific goals to improve the educational processes. X Yes No (e) Expected outcomes of the plans. X Yes 1.10 Are the following five required elements evaluated in the CEP? (a) Student retention. **⊠**Yes ☐ No (b) Student placement. Not Applicable (new additional location only) X Yes No (c) Level of graduate satisfaction. Yes ⊠ No Not Applicable (new additional location only) (d) Level of employer satisfaction. XY es No Not Applicable (new additional location only) (e) Student learning outcomes. X Yes No (Section 3-1-111): Follow-up studies on graduate satisfaction are not being completed in compliance with Criteria. The team verified the campus conducts "graduate" surveys only once, and these surveys are conducted during a student's last term, prior to graduation. While on-site, the campus created a new policy that states they will be sending out graduate surveys 150 days following a student's graduation. In addition, their corporate headquarters stated they will implement the new surveys. 1.11 Define the student learning outcomes used by the campus and how these outcomes are being assessed. The campus assesses student-learning outcomes through an analysis of certification exams, cumulative G.P.A., and grade distribution. These assessments are linked together to form a comprehensive evaluation of student learning. Student learning outcomes are assessed by comparing baseline data with current rates in each of the areas mentioned above. 1.12 Are the following identified and described in the CEP? (a) The baseline data for each outcome. ☐ Not Applicable X Yes ☐ No (b) The data used by the campus to assess each outcome. X Yes No Not Applicable (c) How the data was collected. X Yes No Not Applicable (d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes. X Yes No Not Applicable 1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes? X Yes Not Applicable (new additional location or initial applicant only) 1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals? X Yes No Not Applicable (new additional location only)

1.15	Describe the specific activities that the campus will undertake to meet these goals. To meet its 2013 retention goal of 72%, new tools such as a ground tracking matrix and weekly reports on at risk students have been added to assist in tracking student progress more closely and intervening earlier when issues with attendance or grades arise.
	To meet its 2013 placement goal of 72%, the campus is increasing activities with employers including bringing employers on the campus as guest speakers, the Campus to Community (C2C) initiative, and providing employer-led interview workshops.
1.16	Does the campus have documentation to show the following? (a) That the CEP has been implemented. ☐ Yes ☐ No (b) That specific activities listed in the plan have been completed. ☐ Yes ☐ No
	(c) That periodic progress reports have been completed. ☑ Yes ☐ No
1.17	Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee. The campus effectiveness committee consists of the following members: campus president, academic dean, director of operations, librarian, and the registrar. The CEP committee meets quarterly to review and monitor the improvement processes and, on an annual basis, discusses major revisions or updates and the implementation of these actions.
1.18	Does the campus have documentation to show that the CEP is evaluated at least annually? Yes No Not Applicable (new additional location or initial applicant only)
2.	ORGANIZATION
2,01	Is the following information regarding the campus appropriately stated in the catalog? (a) Governance, control, and corporate organization. ☐ Yes ☐ No (b) Names of the trustees, directors, and/or officers. ☐ Yes ☐ No (c) Names of the administrators. ☐ Yes ☐ No
2,02	Does the campus: (a) Adequately train its employees? ☐ Yes ☐ No (b) Provide them with constant and proper supervision? ☐ Yes ☐ No (c) Evaluate their work? ☐ Yes ☐ No
2.03	Is the administration of the campus efficient and effective? ☑ Yes ☐ No
2.04	Does the campus maintain written documentation to show that faculty and staff members: (a) Clearly understand their duties and responsibilities? ☐ Yes ☐ No (b) Know the person to whom they report? ☐ Yes ☐ No (c) Understand the standards by which the success of their work is measured? ☐ Yes ☐ No
2.05	Does the administration maintain documentation of the avaluation of the faculty and staff?

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	☐ Yes No
	i i es No
	If No, insert the section number in parentheses and explain: (Section 3-1-202(b)): There is no evidence that the administration maintains appropriate evaluation of all faculty. The following faculty do not have classroom observations or evaluations on file that have been completed within the past year: Mr. Faheem Kahn; Mr. John-Sim Park; Mr. James Rogers; and Ms. Ebony Scurry.
2.06	Has the campus adopted a policy on academic freedom that has been communicated to the faculty? ☑ Yes ☐ No
2.07	Does the campus have an appropriate grievance policy for faculty and staff? ☑ Yes ☐ No
2.08	Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS? Yes No Not Applicable (initial applicants only)
2.09	Who is responsible for the financial oversight of the campus, and what are this person's qualifications? Dr. Mary Kay Svedberg, campus president, is responsible for financial oversight of the campus. Dr. Svedberg has a bachelor's degree in Family and Child Development, a master's degree in Education from the College of William and Mary, and a doctoral degree in Human Development from Virginia Tech. She has been with the campus since 2009, initially as the academic dean and then the vice president before becoming the president in 2010.
3.	ADMINISTRATION
3.01	Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study? Yes \sum No
3.02	Are all staff well trained to carry out administrative functions? ☐ Yes ☐ No
3.03	Who is the on-site administrator, and what are this person's qualifications? Dr. Svedberg, campus president, is the on-site administrator. As previously mentioned, Dr. Svedberg has a bachelor's degree in Family and Child Development, a master's degree in Education from the College of William and Mary, and a doctoral degree in Human Development from Virginia Tech. She has been with the campus since 2009, initially as the academic dean and then the vice president before becoming the president in 2010.
3.04	Does the campus list degrees of staff members in the catalog? ☑ Yes ☐ No
	If Yes, is appropriate evidence of the degrees on file? ☑ Yes ☐ No
3.05	Is there evidence that the campus keeps adequate records to support the following administrative operations? (a) Financial aid activities. Yes

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	(f) Instructional resources.	
	⊠ Yes □ No	
	(g) Supplies and equipment.	
	∑ Yes □ No	
	(h) The school plant.	
	∑ Yes	
	(i) Faculty and staff.	
	⊠ Yes □ No	
	(j) Student activities.	
	∑ Yes □ No	
	(k) Student personnel.	
	⊠ Yes □ No	
3.06	Does the campus admit ability-to-benefit students?	
	Yes No (Skip to Question 3.11.)	
3.11	Do student files contain evidence of graduation from high school or the equivalent?	
3.11	Yes No	
3.12	Are appropriate transcripts maintained for all students?	
	⊠ Yes □ No	
3.13	Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campu	115
	catalog?	
	⊠ Yes □ No	
3.14	Are student records protected from theft, fire, water damage, or other possible loss?	
	⊠ Yes □ No	
3.15	Does the campus maintain transcripts for all students indefinitely?	
	⊠ Yes □ No	
3.16	Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?	,
	⊠ Yes □ No	
4. 1	RELATIONS WITH STUDENTS	
	TELEVISION OF THE STEED STATES	
4,01	How many student files were reviewed during the evaluation?	
	The team reviewed 43 files including files of active students, students who had withdrawn, students on financial aid warning	g,
	students receiving transfer of credit, and 2012 CAR reported graduates.	
4.02	Does the campus ensure that its student relations reflect high ethical standards?	
7.02	Yes No	
4.03	Does the campus have appropriate admissions criteria?	
	⊠ Yes □ No	
4.04	Does the campus contract with third parties for admissions and recruiting purposes?	
4.04	Yes No	
4.05	Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the	ho
4.03	admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same	
	admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?	
	⊠ Yes □ No	
4.06	Does the admissions policy conform to the campus's mission?	

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	⊠ Yes □ No
4.07	Is the admissions policy publicly stated? ☑ Yes ☐ No
4.08	Is the admissions policy administered as written? ☑ Yes ☐ No
4.09	Does the campus use an enrollment agreement for each enrolled student that: (a) Clearly outlines the financial obligations of both the institution and the student? Yes
	 ✓ Yes Is there evidence that a copy of the agreement has been provided to the student? ✓ Yes ✓ No
4.10	Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications? Mr. Kimball Cochran, regional director of admissions since August 2011, is responsible for the oversight of student recruitment at the campus. He holds a bachelor's degree in Business Operations from DeVry University and a master's degree in Project Management with a concentration in Human Resources from Keller Graduate School. Previously, he was employed as regional director of admissions and student services at DeVry University from November 1999 to November 2002.
4.11	How is the team able to verify that the recruiting process for new students is ethical and compatible with the educational objectives for the campus? The team was able to verify that the recruiting process for new students is ethical and compatible with the educational objectives for the campus by interviewing admission representatives, students, and the director of admissions. The team interviewed Mr. Slade Jones, senior assistant director of admissions and representative trainer. Mr. Slade provided a step-by-step description of the recruitment process including scripts, web-based presentations, and a video wrap-up presentation shown to prospective students. Representatives interview students and have students state why they are interested in their selected program and Westwood College. The student then meets with the director to verify whether Westwood College is a good match for them.
	Are these recruiting practices ethical and compatible with the educational objectives of the campus? ☑ Yes ☐ No
4,12	Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following? (a) Courses and programs. Yes No (b) Services. Yes No (c) Tuition. Yes No (d) Terms. Yes No (e) Operating policies. Yes No
4.13	Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment of income while a student, or as a result of other marketing activity? Yes No
	If Yes, is the name of the campus clearly identified, and is there evidence that the reason for usage of the name has beer communicated to the student?

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	⊠ Yes □ No	
4.14	Does the state in which the campus operates require representatives to be licensed or registered? ☐ Yes ☐ No	
4.15	Are the titles of recruitment and enrollment personnel appropriate? ☑ Yes ☐ No	
4.16	Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packagin awarding, and disbursement? Yes No Not Applicable (campus does not participate in financial aid)	ng,
4.17	Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards? Yes No	
4.18	Does the campus have written policies and procedures for evaluating and accepting transfer of credit? ☑ Yes ☐ No	
4.19	Is there evidence that the campus properly awards transfer of credit? ☑ Yes ☐ No ☐ Not Applicable	
4.20	Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus? Yes \sum No	J
4.21	Has the campus established articulation agreements with other institutions? ☐ Yes No(Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs)	
4.24	Is the standards of satisfactory academic progress policy published in the catalog? Yes No If Yes, state the page number(s) where the standards of satisfactory academic progress policy is published? The standards of satisfactory academic progress (SAP) policy is published on pages 70-72 in the May 2013 course catalog.	
4.25	Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following? (a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal prograte length. Yes	

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	A probationary period. ☐ Yes ☐ No An appeal process. ☐ Yes ☐ No An extended-enrollment status. ☐ Yes ☐ No ☐ Not Applicable (campus does not offer) The effect when a student changes programs. ☐ Yes ☐ No ☐ Not Applicable (campus only offers one program of study The effect when a student seeks to earn an additional credential. ☐ Yes ☐ No ☐ Not Applicable (campus only offers one credential) The implications of transfer credit. ☐ Yes ☐ No
4.26	Does the campus apply its SAP standards consistently to all students?
	If No. insert the section number in parentheses, list student names, and explain: (Section 3-1-420 and Appendix D): The campus does not apply its SAP standards consistently to all students as required by the Accreditation Criteria; specifically, for Mr. (b)(6) as follows:
	(b)(6)
4.27	Are students who are not making satisfactory academic progress properly notified? Yes No Not Applicable (no students are in violation of SAP)
	If No, insert the section number in parentheses, list student names, and explain: (Section 3-1-420 and Appendix D): Students who are not making SAP are not properly notified. As stated in response to Item 4.26 above, at the end of Mr. (b)(6) first term at the campus, he received all F's for the three (3) courses he was enrolled in and earned a 0.00 term GPA and 0.00 CGPA; yet his transcript posts a GPA of 1.96 and 81 credits earned for the stated term beginning August 2010, and there is no SAP documentation or evidence of notification to the student for this inconsistency. Furthermore, Mr. (b)(6) was either released or withdrew at the end of the August 2010 term, and he was allowed to re-entry in the January 2011 term without any documentation of SAP/probationary conditions or evidence of notification to the student.
4.28	Is SAP evaluated at the end of each academic year or at 50% of the normal program length if the program is one academic year in length or shorter? ☑ Yes ☐ No
4.29	Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or it's equivalent?

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	4.7	G. a	
	⊠ Yes	□ No	☐ Not Applicable (all programs are one year or less)
4.30	Are student Yes	s who are not m	aking satisfactory academic progress at the end of the second year dismissed? Not Applicable (all programs are less than two years)
	(Section 3- year are not an earned C the team ve	1-420 and App t dismissed. As SPA and CGPA	ther in parentheses, list student names, and explain: nendix D): Students who are not achieving satisfactory academic progress at the end of the second stated in response to Items 4.26 and 4.27 above, at the end of the August 2010 term, Mr. (b)(6) had of 0.00, and was either released of withdrew at that time. He re-entered in the January 2011 term and in .77 GPA for the term beginning 3/20/13; however, he has maintained enrollment, and is currently visit.
4.31	Are qualitat ⊠ Yes	tive and quantita	tive components evaluated cumulatively for all periods of a student's enrollment?
4.32	Are student Yes	s allowed to ren	nain on financial aid while under warning status? Not Applicable (campus does not participate in financial aid)
	If Yes, is the ⊠ Yes	e student inform	ed of this policy?
4.33			s are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated g satisfactory academic progress?
4.34	Are student circumstant Yes financial aid	ces?	d in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating Not Applicable (campus does not have extended enrollment and/or does not participate in
4.35	Do credits a ⊠ Yes	nttempted during	the extended-enrollment status count toward the 1.5 times of normal program length? Not Applicable (campus does not have extended enrollment)
4.36			eeded one and one-half times the standard time frame and were awarded the original credential, were ligations waived? Not Applicable (there is no such student)
4.37	Are student ⊠ Yes	s required to hav	ve a minimum CGPA of 2,0 or its equivalent upon graduation from all programs?
4.38	Ms. Borges Westwood	s, registrar, is in College in Dece	administration of satisfactory academic progress, and what are this person's qualifications? responsible for the administration of SAP; she has held this position since July 2013. She joined ember 2011 and had served as student support representative and assistant registrar prior to her current pachelor's degree in Administration of Justice and European History from the University of Hawaii.
4,39	Does the ca	mpus encourage	e and assist students who are experiencing difficulty in progressing satisfactorily in their programs?
4.40	(a)⊠ Schol (b)⊠ Gran (c)⊠ Loan	larships. ts. s.	ny of the following? (Mark all that apply.) c offer scholarships, grants, and/or loans. (Skip to Question 4.42.)
	If Yes for ar ⊠ Yes	ny item, does the	e campus properly identify all scholarship, grant, and loan programs?

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4.41	Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship and gran programs in its catalog? Yes No
4.42	Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees? Yes No
4.43	Are tuition and fees clearly stated in the catalog? ☑ Yes ☐ No
	If Yes, have students confirmed receiving a copy of the catalog? ☑ Yes ☐ No ☐ Not Applicable
4,44	Do the financial records of students clearly show the following? (a) Charges. Yes No (b) Dates for the posting of tuition. Yes No (c) Fees. Yes No (d) Other charges. Yes No (e) Payments. Yes No (f) Dates of payment. Yes No (g) The balance after each transaction. Yes No
4.45	Is the effective date listed on announcements of changes in tuition and fees? ☐ Yes ☐ No ☐ Not Applicable (campus has not changed tuition or fees)
4.46	Is the campus' refund policy published in the catalog? ☑ Yes ☐ No
4.47	Is the refund policy fair, equitable, and applicable to all students? ☐ Yes ☐ No
4.48	Is the campus following its stated refund policy? ☑ Yes ☐ No
4.49	Does the campus participate in Title IV financial aid? ⊠ Yes □ No (Skip to question 4.57)
4,50	Who is responsible on-site for administering student financial aid, and what are this person's qualifications? Ms. Melissa Q. Blas, director of financial services, is responsible for administering student financial aid. Ms. Blas holds a certificate in Advanced Information Systems from Business Computer Training Institute, and is currently attending the University of Maryland where she is pursuing a bachelor's degree in Business Management. Prior to joining Westwood College, Ms. Blas held the position of senior finance representative at Corinthian Colleges. The team verified Ms. Blas is a member of the Virginia Association of Student Financial Aid Administrators (VASFAA).
4.51	Is the person who determines the amount of student awards <i>not</i> also responsible for disbursing those awards? \boxtimes Yes \square No
4.52	Are final student financial aid award determinations made by administrative individuals who are not responsible for recruitment?

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No X Yes 4.53 Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field? X Yes No 4.54 Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual). Ms. Blas, director of student financial services, and her staff stay current with regulation and policy changes through their membership in VASFAA and by attending VASFAA conferences and industry events, the central administration's "Center Update Calls" and financial aid staff training, and reviewing U.S. Department of Education "Dear Colleague Letters." 4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities? X Yes 4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios? X Yes 4.57 Does the campus provide discounts for cash received in advance of the normal payment schedule? No (Skip to question 4.58.) 4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc. The student support department provides tutoring services that are managed by Ms. Amy Buras, the campus librarian. The student support department conducts two student orientations and two open houses before the term start date. Academic counseling is provided by academic staff and the student support department. The student support center has identified the three greatest challenges Annandale campus students face are unstable homes, transportation, and employment. The campus works with students to help address these challenges by providing counseling and information packets on community resources for family and housing issues. The support center has a Metrocard program, which provides eligible students with transportation to and from campus, and refers students with employment issues to career services. 4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates? Not Applicable Yes X No If No, insert the section number in parentheses and explain: (Section 3-1-441(c)): Follow-up studies on graduate and employer satisfaction are not conducted at specific measuring points following the placement of campus graduates. The campus verified it conducts graduate surveys only once, and that these surveys are conducted during a student's last term, prior to graduation. During the visit, the campus created a new policy stating post-graduation surveys will be conducted 150 days following students' graduation. Additionally, their corporate headquarters were stated to have implemented the new surveys. 4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications? Ms. Chantney Stuckey, assistant director of career services, is responsible for counseling students on employment opportunities. Ms. Stuckey has a bachelor's degree in Applied Arts from Marymount University, and has held the assistant director position since February 2013. Prior to joining Westwood College, Ms. Stuckey worked for four years in student affairs at the Bethesda

Ms. Tanya Allen, director of campus operations since March 2009, is responsible for the oversight of financial services, career services, employment opportunities and student counseling as it relates to careers and employment. Ms. Allen is responsible for the leadership and oversight of daily operations of all campus functions. Her direct reports include the assistant director of career

Enrichment Centers and Marymount University.

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	services, the director of student finance, the assistant director of student support, and IT. She is also the deputy title IX coordinator. Ms. Allen has a bachelor's degree in Business Administration, a graduate certificate in Accounting, and a master's of Business Administration from Strayer University.
4.61	Does the campus offer employment assistance to all students?
	Yes No Not Applicable (campus enrolls only international students on a student visa)
4.62	Does the campus use placement percentages or salary projections as part of its recruiting activities? No No
	Salary projections and placement percentages are discussed during their recruitment process.
	If <i>Yes</i> , does the campus maintain the required data on its graduates and non-graduates? Yes No
4.63	The beginning enrollment on the most current Campus Accountability Report (CAR) is 412. The ending enrollment reported on the previous year's CAR is 412.
4.64	Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council? ☑ Yes ☐ No ☐ Not Applicable
4.65	Are students who receive financial aid counseled concerning their student loan repayment obligations? Yes No Not Applicable (campus does not participate in financial aid)
4.66	Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations. Students are required to access studentloans.gov and complete surveys at least three times during their enrollement. First, at their advanced meeting held during their entrance counseling. Second, at the ready meeting following the completion of their finance package. Third, during their exit interview where they are provided with an exit packet containing information on loan repayment. The team reviewed an exit packet.
4.67	Describe the extracurricular activities of the campus (if applicable). Extracurricular activities include student clubs, such as the criminal justice, business management and music club; an active Alpha Beta Kappa honor society chapter; food drives; luncheons, snacks, ice cream socials, and holiday dinners; raffles; and welcome back week events, which are coordinated by the student support center.
	In addition, there is a campus olympic day consisting of Annadale vs Arlington sport activities, a barbeque, and awarding of trophies to winning teams; and a fall festival coordinated by the local Chamber of Commerce and student volunteers.
COM	MENDATIONS:
The te	am is impressed with Westwood College's "A Collection of 100 Success Stories" book that is in its third volume publication. The expresses high commendations.
5. E	DUCATIONAL ACTIVITIES
FOR .	ALL PROGRAMS
5.01	Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws?
	⊠ Yes □ No
5.02	Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications? Dr. Amanda Manners, academic dean, is assigned to oversee the educational activities of all programs at the campus. She holds a bachelor's degree in Mechanical Engineering from Michigan State University, a master's degree in Management from Rensselaer Polytechnic Institute, and a doctorate in Organizational Leadership from the University of Phoenix. Before becoming academic dean at the Annandale campus, Dr. Manners worked in higher education as the director of academic affairs for a University of

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	Phoenix campus, as dean at a Strayer University campus, and taught undergraduate and graduate Business Management courses. In addition, she has worked as a program management analyst for Ford Motor Company and for the defense and aerospace industries.
5.03	Does this person have appropriate academic or experiential qualifications? ⊠ Yes □ No
5.04	Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs. Each of the program administrators has a job description that clearly identifies their authority and responsibility for development and administration of their programs. Program chairs have the opportunity to provide input and discuss areas related to their authority and responsibility while participating in weekly education leader meetings with the campus president and academic dean, and individual bimonthly meetings with the academic dean.
5.05	Is the time devoted to the administration of the educational programs sufficient? ☐ Yes ☐ No
5.06	Is there a published policy on the responsibility and authority of faculty in academic governance? ☑ Yes ☐ No
5.07	Does the policy, at a minimum, address the role of the faculty in the following areas? (a) Development of the educational program. ☐ Yes ☐ No (b) Selection of course materials, instructional equipment and other educational resources. ☐ Yes ☐ No
	(c) Systematic evaluation and revision of the curriculum. ☐ Yes ☐ No (d) Assessment of student learning outcomes. ☐ Yes ☐ No (e) Planning for institutional effectiveness. ☐ Yes ☐ No
5.08	Is there evidence that this policy has been adopted and faculty members are aware of it? ☑ Yes ☐ No
5.09	Does the campus have any programs that require specialized programmatic accreditation to obtain entry-level employment or licensure by the state in which the campus is approved? Yes No (Skip to question 5.11)
FOR	NEW GRANTS ONLY
5.11	Was the team able to verify the backup documentation to support the placement rate for the program(s) that hold specialized accreditation as reported on the last Campus Accountability Report submitted to the Council? Yes No Not Applicable
5.13	Are the educational programs consistent with the campus' mission and the needs of its students? ⊠ Yes □ No
5.14	Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees? ☑ Yes ☐ No
5.15	What provisions are made for individual differences among students? Instructors use a variety of instructional delivery methods to meet the individual differences among the students. Students who are having academic performance issues are reported to the appropriate program chair and the assistant director of student support. These two individuals provide a range of interventions from tutoring by a faculty member to working with individual students predict help.

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Students are able to request transfer credit for previous academic work, credit for CLEP exams passed with satisfactory scores, and the opportunity be granted credit based on achieving a satisfactory score on proficiency exams that are available for specific courses.

	courses.
5.16	Describe the system in place to evaluate, revise, and make changes to the curriculum.
	Recommendations from students, staff, faculty, advisory committee members, or employers may initiate the process for curriculus change. The curriculum is continuously reviewed by the academic dean, program chairs, and faculty. Campus recommendations a forwarded to the corporate director of curriculum and curriculum review committee members who represent each program are Curriculum revisions are made following approval by corporate administration. Faculty members confirmed their participation the curriculum review process and indicated they felt their input was considered and valued.
5.17	Does the faculty participate in this process? ☑ Yes ☐ No
5.18	Is credit appropriately converted in relation to total student contact hours in each class? ☐ Yes ☐ No
	If No, insert the section number in parentheses, identify the courses, and explain:
	(Section 3-1-516(a)(i)): Credit is not appropriately converted in relation to total student contact hours. Specifically, there is documentation to support the 10-hour lecture component of the MEDI299 Externship 6.5-credit course is scheduled appropriate. The academic credit analysis indicates MEDI299 consists of 165 hours of externship training at community externship sites the accounts for 5.5 of the total credits granted plus a 10-hour lecture component that accounts for the remaining 1 credit as stated the course syllabus. However, the class schedule provided to the team during the visit has an externship class scheduled to me Mondays 6:30 to 7:00 p.m. for the 9 weeks of the term for a total of 270 minutes. Based on interviews and classroom vis conducted on the first day of the visit, students who are currently in MEDI299 and are on externship stated they do not meet campus for the externship class, there were no students in the room where the class was scheduled to meet at 6:30 p.m. on Monda the first day of the visit; and there are no attendance records to document the class meets on campus for 10 lecture hours. The chof the Medical Assisting program, the dean, and the campus president stated the instructor of the course meets with each stude individually each week to fulfill this component. However, there was no documentation of the individual meetings. The team we provided with a list of assignments students are required to complete during the externship course; however, time spent homework assignments does not fulfill the allocation of lecture credit hours.
5.19	If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, personal experiences, is there an established systematic method for evaluating and awarding academic credit to which teampus adheres?
	If <i>Yes</i> , is there appropriate documentation of the assessments of knowledge, skills, or competencies required? \(\subseteq \text{Yes} \subseteq \text{No} \)
5.20	Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved? Yes \sum No
5.21	Are the following appropriate to adequately support the number and nature of the general education courses? (If only nondegraper programs are offered with no general education courses, skip to 5.22) (a) Facilities.
	⊠ Yes □ No
	(b) Instructional equipment. ⊠ Yes □ No
	(c) Resources.
	⊠ Yes □ No (d) Personnel
	IIII FEINOUICI

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	⊠ Yes	□ No	
5.22	Does the car ⊠ Yes	mpus provide an environment for its faculty that is conducive to effective classroom instruction?	
5.23	Are the quan	ntity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?	
5.24		te team's observation of the instructional materials used, interviews with students and faculty, and a review of software the campus in compliance with applicable licensing and copyright laws?	
5.25	Are official ☑ Yes	transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?	
5.26	translated in Association	y transcripts from institutions not accredited by agencies recognized by the United States Department of Education been to English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by in the United States? No Not Applicable (no faculty members hold foreign credentials)	
5.27	Is there docu	umented evidence of a systematic program of in-service training at the campus?	
	Campus add	is this documented? ministration maintains a three-ring binder containing documentation of in-service training activities completed and or Annandale campus faculty.	
5.28		ridence that appropriate faculty development plans have been developed and implemented annually, including ion to support completed activities listed on the plans?	
	If No for missing documentation of implementation, insert the section number in parentheses, list faculty names, and explain: (Section 3-1-543): There is no documentation that supports completed professional growth activities as listed on several faculty development plans; specifically for:		
		Mr. Bashir Kassim	
		Ms.Kathy Nice	
		Ms. Gillian Barnett	
		Ms. Amy Sebes	
	0	Mr. Brian Erskine	
		Ms. Ebony Scurry	
		Ms. Aissata Haidara	
		Mr. Jong-Sim Park	
		Mr. Lester Larose	
	¥ T	Mr. James Rogers	
	Initially, there was a lack of documentation of professional growth activities for many faculty members. However, during the visit, campus administration was able to provide appropriate documentation of professional growth activities for all faculty members except those listed above.		
5.29	Is there evid	dence that full-time and part-time instructors participate in regularly scheduled faculty meetings?	

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5.30	Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs? ☑ Yes ☐ No			
5.31	Does the institution utilize contracts and/or agreements with other institutions or entities? ⊠ Yes □ No			
	Like other Westwood College campuses, this campus has a consortium agreement with the Westwood Online Division in Denver. The consortium agreement has been submitted to and approved by the Council.			
	If <i>Yes</i> , do the contracts and/or agreements comply with all requirements of the applicable criterion? ☑ Yes ☐ No			
FOR	ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY			
5.34	Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the <i>Accreditation Criteria</i> ? ☑ Yes ☐ No			
FOR	ACADEMIC ASSOCIATE'S DEGREES ONLY			
5.35	Does the program include a minimum of 15 semester, 22.5 quarter hours, or their equivalent in general education courses? ⊠ Yes □ No			
5.36	Do the programs' general education courses meet Council standards in that the courses place emphasis on principles and theory not on practical applications associated with a particular occupation? Yes \sum No			
5.37	Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification? Yes \sum No			
FOR	BACHELOR'S DEGREES ONLY			
5.38	Does the program include a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses? Yes \[\sum No			
5.39	Do the program's general education courses meet Council standards? ⊠ Yes □ No			
5.40	Are at least one-half of all lower-division subjects and all upper-division courses that are part of the bachelor's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification? Yes \sum No			

GENERAL COMMENTS:

Overall, educational operations at the Annandale campus are conducted in a comfortable environment that promotes and supports a positive atmosphere for learning and teaching. The faculty are well-qualified for their teaching assignments and are committed to their students. Students who were interviewed stated instructors have a very positive attitude and that they feel all of the instructors sincerely care about their personal and academic success.

6. EDUCATIONAL FACILITIES

6.01 Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).

The campus is located at 7619 Little River Turnpike, Suite 500, in Annandale, Virginia and initially occupied 22,152 square feet. The facility provides a clean, well-lit, comfortable and environmentally safe atmosphere. Adequate space is provided for theory classrooms and laboratories, the library, student lounge, testing center, academic support center, graphic design room, resource room and administrative offices. Ample parking is available for students, staff and visitors. Special accommodations provide access for all students, and the facility is in compliance with federal, state and local ordinances and regulations, including those relating to safety and health.

In August 2010, the campus acquired 9,815 square feet to accommodate its increased enrollment. This space is adjacent to the original building and approximately 200 feet from the main doors of the campus. The additional space contains a mock courtroom, medical classrooms, and an interior design classroom.

6.02	Does the campus utilize any additional space locations? ☑ Yes ☐ No		
	If Yes, list the name and address of each location.		
	In August 2010, the college acquired an additional 9,815 square feet of space located on the 6th floor of an adjoining building at 7611 Little River Turnpike, Annandale, Virginia.		
6.03	Does the campus utilize campus additions? ☐ Yes		
6.04	Are all facilities (including additional space and campus additions) appropriate for the size of the student population and the programs offered? ☑ Yes ☐ No		
6.05	Are the following appropriate to support the student population and the programs offered at all locations (including additional space and campus additions)? (a) Equipment Yes		
6.06	Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations? ☐ Yes ☐ No ☐ Not Applicable		
7. 1	PUBLICATIONS		
7.01	What catalog was used during the evaluation (please include the year, number, and volume if appropriate)? The catalog reviewed during the visit was the Westwood College 2013 Academic Catalog, volume 4 - No. 2, revised in May 2013.		
7.02	Does the self-study or additional location application part II accurately portray the campus? ☑ Yes ☐ No		
7.03	Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students? ☐ Yes ☐ No		
7.04	Does the catalog contain the following items? (a) A table of contents and/or an index. ☐ Yes ☐ No (b) An indication of the year or years for which the catalog is effective on the front page or cover page. ☐ Yes ☐ No (c) The names and titles of the administrators.		

7.05

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		ntrol which includes the names of trustees, directors, and officers of the corporation.
⊠ Yes	□ No	V.S.
4 A	ment of accredit	
⊠ Yes	☐ No	Not Applicable (initial applicant)
	ion statement.	
⊠ Yes	☐ No	
		aculty members which lists all qualifying credentials held along with the awarding institution and the
	teaching specia	fization.
⊠ Yes	☐ No	
(h) An acad	demic calendar.	
X Yes	□ No	
(i) A full d	lisclosure of the	admission requirements.
⊠ Yes	□No	Washington Market Control of the Con
	-0.5	urriculum offered that includes a statement of objective or purpose; an accurate and complete listing of
		culum with a unique identifying number and title, the credit or clock hours awarded; the total credit or
		complete the curriculum; any necessary requirements for certification, licensing, or registration needed
		d any additional requirements that must be met to complete the curriculum.
⊠ Yes	□ No	
		course offered that includes the identifying number, title, credit or clock hours awarded, a concise
	the state of the s	se contents, and any necessary prerequisites.
⊠ Yes	□ No	
		grading system that is consistent with the one that appears on the student transcript.
⊠ Yes	☐ No	
(m) A defin	ition of the unit	of credit.
Yes	☐ No	☐ Not Applicable (The campus does not award credit)
(n) A comp	olete explanation	n of the standards of satisfactory academic progress.
⊠ Yes	□No	
	ription of the co	ertificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for
	tion of each.	2. Control of the Con
⊠ Yes	□ No	
	insfer of credit p	nolicy
X Yes	∏ No	and,
		on, fees, and any other charges.
(q) A state	□ No	on, ices, and any other charges.
		se Barban and all and American amounts and John Learning (Const.)
		te listing of all scholarships, grants, and/or loans offered.
⊠ Yes	☐ No	☐ Not Applicable (no scholarships, grants, or loans offered)
	und policy.	
⊠ Yes	☐ No	
		the student services offered.
X Yes	☐ No	
(u) A stude	ent grievance po	licy that includes the name and address of ACICS (may be in the student handbook instead of catalog).
⊠ Yes	☐ No	Not Applicable (initial applicants only)
Does the car	mpus offer degr	ee programs?
X Yes	☐ No	46.000
-	-	
If Yes, does	the catalog con	ain the following?
		course numbering system (for all levels).
⊠ Yes	□ No	outse mandering system (for an ievels).
		es that satisfy general education requirements (for occupational associate's, academic associate's, and
	or's degrees only	
		0-
⊠ Yes	∐ No	
		s that satisfy the concentration requirements (for academic associate's and bachelor's degrees only).
⊠ Yes	☐ No	

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	 (d) Identification of courses that satisfy the upper-division (for bachelor's degrees only). ∑ Yes □ No 			
7,06	Does the campus offer courses and/or programs via distance education? ⊠ Yes □ No (Skip to Question 7.07.)			
	If Yes, does the catalog contain the following?			
	(a) A description of each mode of delivery used for distance education courses.			
	⊠ Yes □ No			
	(b) Any additional or different admissions requirements for students taking distance education courses. ☐ Yes ☐ No ☐ Not Applicable (there are no additional or different admissions requirements)			
	(c) A description of any tests used to determine access to distance education.			
	(d) A description of the resources and equipment the students must have to avail themselves of distance education instruction ⊠ Yes □ No			
	(e) Costs and fees associated specifically with distance education.			
	Yes No Not Applicable (there are no additional costs and fees)			
7.07	Does the catalog contain an addendum/supplement? ⊠ Yes □ No (Skip to Question 7.08.)			
	(a) Is the catalog updated at an appropriate interval (the addendum/supplement should not be used as a substitute for meeting this expectation)?	is		
	⊠ Yes □ No			
	(b) Does the addendum supplement include the school name, location, and effective date for the entire document (or for individual			
	sections if effective dates vary)? ☑ Yes ☐ No			
	(c) Do students receive a copy of the addendum/supplement with the catalog? ⊠ Yes □ No			
7.08	Is the catalog available online?			
	Yes No (Skip to Question 7.09.)			
	If Yes, does it match the hard copy version?			
	⊠ Yes □ No			
7.09	Does the campus utilize a multiple-school catalog?			
1.002	Yes No (Skip to Question 7.10.)			
	If Yes, answer the following:			
	(a) Are all campuses using the same catalog of common ownership?			
	⊠ Yes □ No			
	 (b) Are all photographs utilized properly labeled to identify the location depicted? ✓ Yes No			
	(c) Are faculty and staff listings properly identified with respect to the campus to which they belong? ☐ Yes ☐ No			
7.10	Is all advertising and promotional literature, through any type of media (social media, website, newspapers, etc.), truthful an	á		
7.1M	dignified?	u		
	⊠ Yes □ No			
7.11	Is the correct name of the campus listed in all advertising, web postings and promotional literature?			

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7.12	Where does the campus advertise (publications, online, etc.)? The campus uses television/radio spots, print ads, and brochures to promote its programs while a majority of its advertising is don on the internet and through social media such as Twitter, Facebook, LinkedIn, and YouTube,		
	Are all print and electronic advertisements under acceptable headings? ☑ Yes ☐ No		
7.13	Does the campus use endorsements, commendations, or recommendations in its advertising? ⊠ Yes □ No (Skip to Question 7.14.)		
	If Yes, is there evidence that prior written consent was obtained and that all representations are factual and portraying current conditions?		
	$\boxtimes Yes$ $\square No$		
7.14	Does the campus utilize services funded by third parties? ☐ Yes No (Skip to Question 7.15.)		
7.15	Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates?		
	⊠ Yes □ No		
7.16	Is the phrase "for those who qualify" properly referenced in all advertising that mentions financial aid? ☑ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)		
7.17	What institutional performance information does the campus routinely provide to the public? The campus routinely provides graduation, retention and placement rates on their website.		
	Where is this information published and how frequently is this information being updated? This information is available via a consumer information link on their webstite and is updated annually.		
8.]	LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY		
8.01	Does the campus develop an adequate base of library resources? ☑ Yes ☐ No		
8.02	Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses? ☑ Yes ☐ No		
8.03	Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process? ☑ Yes ☐ No		
8.04	Are adequate staff provided to support the development, organization of the collection, and access of library resources? Yes		
8.05	Describe how the campus develops continuous assessment strategies for resources and information services? Every effort is made to meet the requests and requirements of students and faculty for library resources. Based on recercurriculum changes and program additions, there is a long-term plan to eliminate titles that have become irrelevant or dated an to acquire titles that support the new programs. Providing access to the library page in MyPath for all campus students is part of this effort. The MyPath library page is more robust and the links are more stable than those formerly provided to students be WConnect. Are these methods appropriate?		
	✓ Yes ☐ No		

8.19

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VER. September 1, 2013 ACICS INITIAL, REEVALUATION, OR ADDITIONAL LOCATION INCLUSION REPORT Page 23 of 56 8.06 Is the library staff adequately trained to support the library? X Yes No 8.07 Is the campus' established annual budget appropriate to the size and scope of the campus and the programs offered, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials? X Yes No What is the amount of the current year's library budget excluding personnel allocations? 8.08 The current fiscal, October 2012 - September 2013, library budget is \$34,600. 8.09 What portion of the current year's library budget has been spent and how has the money been allocated? Of the \$34,600 budget, \$25,650 has been spent on the campus' allocated cost for electronic resources, \$5,100 on periodicals and \$3,850 on print-copy books 8.10 Is there evidence that the faculty have major involvement in the selection of library resources? X Yes Are the library hours adequate to accommodate the needs of all students? 8.11 X Yes 8.12 Describe how the faculty inspire, motivate, and direct student usage of the library resources? Students and faculty who were interviewed as well as the regional librarian confirmed there are assignments requiring the use of learning commons' resources for most courses offered by the Annandale campus. This was also evidenced by a review of syllabi. Are these methods appropriate? X Yes No 8.13 Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials? X Yes Are records of physical and/or online resources and circulation accurate and up to date? 8.14 X Yes 8.15 If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented? Yes Not Applicable (no interlibrary agreements) No 8.16 Describe any full-text online collections available to students. Westwood College maintains a system-wide website that allows students, faculty, and other users at all campuses to access the Surpass library catalog and the online database collection. The online database collection includes index and full-text access to thousands of periodicals, newspapers, newsletters, transcripts, legal materials, and statistical tables. The available databases include EBSCO's Academic Search Premier, Computer Source, Greenfile, LexisNexis Academic, Points of View Reference Center, Proquest Central, ProQuest Statistical, Britannica Online, e-Books on EBSCOhost, and STAT!Ref. Students have access to Serials Solutions 360 Suite, which includes a power search of all library databases with links to full-text. 8.17 Are the library physical holdings and /or full-text online collections up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs? X Yes No Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics? 8.18 X Yes No

Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site?

Does this individual:

Ms. Amy Buras, regional librarian, is the professionally trained individual assigned to oversee the library (learning commons) at the Annandale campus. She holds a bachelor's degree in Behavioral Science from National University, a juris doctorate degree in Law from University of the Pacific, McGeorge School of Law, a master's degree in Library Science from San Jose State University, and is certified as a professional librarian by the State of Virginia Library Board. Ms. Buras has been the regional librarian since October 2005. Her prior work experience includes lead analyst at Lexis/Nexis, Inc. for more than five years and legal research attorney extern for four months and academic enhancement leader for nine months while completing her juris doctorate degree. Ms. Buras is on-site in the learning commons area from 7:30 a.m. – 6:00 p.m. Monday – Friday.

	 (a) Supervise and manage the library and instructional resources? ✓ Yes
	(b) Facilitate the integration of instructional resources into all phases of the campus's curricular and educational offerings?
	(c) Assist students in the use of instructional resources?
	⊠ Yes □ No
8.20	Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources? ☑ Yes ☐ No
	The team reviewed a well-organized library handbook that includes a description of the training program for the library assistant, student workers, tutors, and the weekend administrator of the learning commons area.
8.21	Have library staff transcripts from campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States?
	Yes No Not Applicable (staff do not hold foreign credentials)
8.22	Is documentation on file to reflect the librarian's participation in professional growth activities? Yes No
	Ms. Buras, the on-site librarian, is a member of the American Library Association (ALA), reads various publications and information pieces produced by the ALA, and has attended ALA annual conferences. She also participates in other professional development activities including campus in-service workshops, web conferences, and actively consults with other Westwood College campus librarians through conference call meetings and an e-mail list. During the past year Ms. Buras focused on completing continuing education to satisfy requirements for her license to practice law. More specifically, she completed 25 hours in areas such as copyright, legal research, and library management.
8.23	Are the hours the library is open adequate to accommodate the needs of all students? ☑ Yes ☐ No
	According to information posted in the area, the learning commons is open 7:30 a.m. to 10:00 p.m. Monday through Friday and 9:00 a.m. to 3:00 p.m. on Saturday.
8.24	Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning? X Yes No
0.05	
8.25	Are appropriate reference materials and periodicals available for all programs offered? ☑ Yes ☐ No
8.26	Are the instructional resources organized for easy access, usage, and preservation? ☑ Yes ☐ No
8.27	Is there a current inventory of instructional resources?

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	⊠ Yes	□ No	
8.28		ampus have appropriate and sufficient instructional resources, equipment, and materials to m and the needs of its students?	eet its educational program
GEN	ERAL COMM	MENTS:	
The hackg	Annandale cam ground for her	pus is fortunate to have Ms. Buras managing the learning commons area. She has a strong current position and actively participates in professional activities. Faculty and students collibrary resources and has done a good job of conducting activities that encourage and facilities.	onfirm she is committed to
9.	PROGR	AM EVALUATION	
	Academic A	Associate's Degree in Medical Assisting	
	Academic A	Associate's Degree in Medical Office Management	
	Diploma in	Medical Assisting	
9.01	Is licensure. Yes	, certification or registration required to practice in the specific career field? No (Skip to question 9.02)	
9.02	Ms. Alecia master's de University.	gned to administer the academic program(s), and what are this person's qualifications? Heffner, program chair, oversees the Medical Assisting and Medical Office Management progree in Health Management from Lindenwood University and a bachelor's degree in Prior to joining the campus in May 2013, Ms. Heffner worked as a health program coordin was an adjunct faculty and externship coordinator at other post-secondary institutions.	ublic Health from Dillard
9.03	Does this in ⊠ Yes	ndividual possess appropriate academic or experiential qualifications?	
9.04		dence that the program administrator has sufficient authority and responsibility for the development of the	opment and administration
9.05	Are the time	e and resources devoted to the administration of the educational program(s) sufficient? No	
9.06	which meet (a) Studen ⊠ Yes	rogram meet the needs of its students and the requirements of the Council, as shown by student or exceed- the standards for the following areas: t retention rate of 62%? No Not Applicable (Additional Location Inclusion only) t placement rate of 58%? No Not Applicable	lent achievement outcomes
	No graduate	es were reported on the 2012 Campus Academic Report (CAR) for these programs.	
9.07	Guest speak the practici Celebration	nmunity resources and describe how they are utilized to enrich the program(s). kers have been invited to enhance the program and give students a sense of what is expected ing healthcare providers. Medical assisting students participated in the National Dent Community Outreach Health Fair offering vital signs checks to the participants. The programs where members of the medical community are invited to share their professional assistant.	al Association Centennial grams hold annual advisory

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	members provide the campus with industry trends and needs such as new technology products, processes, software, and recommend content and hands-on training that should be considered for the programs.
9.08	Is the utilization of community resources sufficient to enrich the program? ☑ Yes ☐ No
9.09	Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both? Yes No
9.10	Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives? ☑ Yes ☐ No
9.11	For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria? Yes No Not Applicable (these elements are not part of the program or no student is at the point of needing them)
9.12	Does the program use independent studies? ☐ Yes No (Skip to question 9.14)
9.13	Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards? Yes No
9.14	Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program? Yes \sum No
9.15	Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed? ☑ Yes ☐ No
9.16	Is an appropriately detailed syllabus on file for each course that includes: (a) Title and course descriptions Yes

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	(l) Out-of-class work assignments that support the learning objectives for the course
	(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
9.17	Do students confirm that they receive a course syllabus and that it is followed?
	⊠ Yes □ No
9.18	And the correspondible to release a coded by the standard for the accuracy after any arrays of study?
9.10	Are the courses available when needed by the student in the normal pursuit of a program of study? Yes No
9.19	Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?
	☐ Yes ☐ No ☐ Not Applicable (there have been no graduates)
	How many calls to employers or graduates were attempted? No graduates were reported on the 2012 CAR.
9.20	Was documentation on file to verify graduates classified on the CAR as "not available for placement"? ☐ Yes ☐ No ☐ Not Applicable
0.21	Description and the second of the NV English side
9.21	Does the campus participate in Title IV financial aid? ☐ Yes ☐ No (Skip to question 9.24)
9.22	Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding? Yes No Not Applicable (Clock hour programs only)
9.23	Is there evidence that out-of-class work or the equivalency is being evaluated?
2,43	Yes No Not Applicable (Clock hour programs only)
9.24	Are the following appropriate to adequately support the number and nature of the program?
	(a) Facilities. ⊠ Yes □ No
	(b) Instructional equipment.
	⊠ Yes
	(c) Resources.
	⊠ Yes □ No
9.25	Are the following elements appropriately incorporated into the instructional components of the program?
	(a) Systematic planning.
	⊠ Yes □ No
	(b) Well-defined instructional objectives. ☐ Yes ☐ No
	(c) The selection and use of appropriate and current learning materials.
	⊠ Yes □ No
	(d) Appropriate modes of instructional delivery.
	 ✓ Yes No (e) The use of appropriate assessment strategies.
	Yes No
	(f) The use of appropriate experiences.
	⊠ Yes □ No

9.01

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VER. September 1, 2013 ACICS INITIAL, REEVALUATION, OR ADDITIONAL LOCATION INCLUSION REPORT Page 28 of 56 9.26 Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations? X Yes 9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded? X Yes No 9.28 Is the size of the faculty appropriate to the total student enrollment? X Yes No 9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program? X Yes No 9.30 Are teaching loads reasonable? X Yes Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional 9.31 compensation)? X Yes 9.32 What is the current student/teacher ratio? The current student/teacher ratio is 7:1. 9.33 Is the current student-teacher ratio reasonable for the mode of delivery and course content? X Yes No FOR ACADEMIC ASSOCIATE'S DEGREES ONLY 9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent? No X Yes 9.39 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration? X Yes No 9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree? X Yes No Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes? 9.41 X Yes Not Applicable (no students in the second year) Are the second-year courses based upon appropriate first-year prerequisites? 9.42 No Not applicable 9. PROGRAM EVALUATION Academic Associate's Degree in Criminal Justice Bachelor's Degree in Criminal Justice: Major In Administration Bachelor's Degree in Criminal Justice: Major In Investigation Bachelor's Degree in Criminal Justice

ED00024840

Is licensure, certification or registration required to practice in the specific career field?

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Yes No (Skip to question 9.02) 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications? Ms. Sharon Rauch, program chair, administers the Criminal Justice programs. She has been the program chair since October 2007. She holds a bachelor's degree in Psychology from George Mason University and a master's degree in Criminal Justice from Northeastern University. Ms. Rauch has over seven years of experience in corrections, counseling and administration. Does this individual possess appropriate academic or experiential qualifications? 9.03 X Yes 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)? X Yes No 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient? X Yes 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas: (a) Student retention rate of 62%? X Yes No Not Applicable (Additional Location Inclusion only) (b) Student placement rate of 58%? X Yes No Not Applicable (Additional Location Inclusion only) 9.07 List the community resources and describe how they are utilized to enrich the program(s). The campus utilizes the following community resources to enrich the Criminal Justice programs: a program advisory committee; field trips; guest speakers; and community events. The next program advisory committee meeting is scheduled for November 2013 and the team reviewed May 2013, November 2012, and May 2012 committee meeting minutes. Students have taken field trips to the Fairfax County Library; Fairfax County Adult Education Center; U.S. Supreme Court; Center for Missing and Exploited Children; and Drug Enforcement Museum. Guest speakers include officers from the Metropolitan Police Department: Gangs and Criminal Sub-Culture; Prince William County Probation agency; U.S. Patent & Trade Office; and Mental Health Advocacy. Students have participated in the following community events: Tour del Cure (Bicycle Race) for American Diabetes Association; Blood Drive; Help Fight Hunger; and assisted with the Shelter House project. The team was provided documentation to verify these activities. Is the utilization of community resources sufficient to enrich the program? 9.08 X Yes No 9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both? X Yes No 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives? X Yes No For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement 9.11 that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria? Yes No Not Applicable (these elements are not part of the program or no student is at the point of needing them) Does the program use independent studies? 9.12

No (Skip to question 9.14)

Yes

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9.14	Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program? Yes No
9.15	Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed? ☑ Yes ☐ No
9.16	Is an appropriately detailed syllabus on file for each course that includes: (a) Title and course descriptions Yes No (b) Course numbers Yes No (c) Course prerequisites and/or corequisites Yes No (d) Instructional contact hours/credits Yes No (e) Learning objectives Yes No (f) Instructional materials and references Yes No (g) Topical outline of the course Yes No (h) Instructional methods Yes No (i) Assessment criteria Yes No (j) Method of evaluating students Yes No (k) Date the syllabus was last reviewed Yes No For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only: (l) Out-of-class work assignments that support the learning objectives for the course Yes No Not Applicable (Additional Location Inclusion) (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments Yes No Not Applicable (Additional Location Inclusion)
9.17	Do students confirm that they receive a course syllabus and that it is followed? Yes No
9.18	Are the courses available when needed by the student in the normal pursuit of a program of study? ☑ Yes ☐ No
9.19	Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council? Yes No Not Applicable (there have been no graduates) How many calls to employers or graduates were attempted? There were no graduates from the academic associate's degree in Criminal Justice, bachelor's degree in Administration and bachelor's degree in Investigations reported on the 2012 CAR. Bachelor's degree in Criminal Justice: 4 (Currently in teach-out mode) How many calls to employers or graduates were successful? Bachelor's degree in Criminal Justice: 3
	How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

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	The 3 successful calls confirmed the employment of the graduates as reported on the 2012 CAR.
9.20	Was documentation on file to verify graduates classified on the CAR as "not available for placement"? ☑ Yes ☐ No ☐ Not Applicable
9,21	Does the campus participate in Title IV financial aid? ⊠ Yes □ No (Skip to question 9.24)
9.22	Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding? Yes No Not Applicable (Clock hour programs only)
9,23	Is there evidence that out-of-class work or the equivalency is being evaluated? Yes No Not Applicable (Clock hour programs only)
	If Yes, briefly describe the documentation of evaluation viewed on site. The team interviewed students and faculty, and reviewed course syllabi to verify out-of-class work is evaluated. Faculty provided the team with homework assignments submitted by students with graded elements, and students provided access to their homework assignments and graded homework.
9.24	Are the following appropriate to adequately support the number and nature of the program? (a) Facilities. Yes No (b) Instructional equipment. Yes No (c) Resources. Yes No (d) Personnel. Yes No
9,25	Are the following elements appropriately incorporated into the instructional components of the program? (a) Systematic planning. Yes No (b) Well-defined instructional objectives. Yes No (c) The selection and use of appropriate and current learning materials. Yes No (d) Appropriate modes of instructional delivery. Yes No (e) The use of appropriate assessment strategies. Yes No (f) The use of appropriate experiences. Yes No
9.27	Do the faculty members' qualifications meet the minimum requirements outlined in the <i>Accreditation Criteria</i> , and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded? Yes No
9.28	Is the size of the faculty appropriate to the total student enrollment? ☑ Yes ☐ No
9.29	Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program? ☑ Yes ☐ No

9.30	Are teaching loads reasonable? ⊠ Yes □ No
9.38	Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent? Yes \sum No
9.39	Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration? ⊠ Yes □ No
9.40	Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree? ☑ Yes ☐ No
9.41	Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes? Yes No Not Applicable (no students in the second year)
9.42	Are the second-year courses based upon appropriate first-year prerequisites? ☐ No ☐ Not applicable
9.43	Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent earned over a period of eight semesters, 12 quarters, or the equivalent? Yes \sum No
9.44	Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration? Yes \sum No
9.45	If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clear describe the requirements for admission? Yes No No Applicable (institution offers all four years of the degree)
9.46	Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the san degree? ☑ Yes ☐ No
9.47	Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes an laboratory work? Yes No Not Applicable (no students in the third and fourth years)
9.48	Are the third- and fourth-year courses based upon appropriate prerequisites? ☐ Yes ☐ No
	RAL COMMENTS: ts interviewed by the team stated they were pleased with the program, instructors, campus support, and open communication.
COM	MENDATIONS:

9. PROGRAM EVALUATION

Bachelor's Degree in Business Administration- Accounting

Bachelor's Degree in Business Administration - Healthcare Management

Bachelor's Degree in Business Administration-Management

Academic Associate's Degree in Business Administration

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9.01	Is licensure, certification or registration required to practice in the specific career field? Yes No (Skip to question 9.02)
9.02	Who is assigned to administer the academic program(s), and what are this person's qualifications? Mr. Lawrence Langhorne, program chair, is responsible for the administration of the Business programs. Mr. Langhorne has a bachelor's degree in Business Administration and a master's degree in Management, and extensive managerial experience in the banking and service industries.
9.03	Does this individual possess appropriate academic or experiential qualifications? ☐ Yes ☐ No
9.04	Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)? Yes No
9.05	Are the time and resources devoted to the administration of the educational program(s) sufficient? ☐ Yes ☐ No
9.06	Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas: (a) Student retention rate of 62%? Yes No Not Applicable (Additional Location Inclusion only) (b) Student placement rate of 58%? Yes No Not Applicable (Additional Location Inclusion only)
	If No for either item does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard? Yes No Not Applicable (Additional location only)
9.07	List the community resources and describe how they are utilized to enrich the program(s). The program utilizes the following community resources to enrich the Business programs: field trips, students take trips to several companies to conduct interviews with local business people; business clubs, the program chair has initiated a student club to increase networking relationships between students and future employers; and a professional advisory committee (PAC). The PAC is managed by the program chair, and includes members from several companies that contribute to the learning environment and new directions for the program. The program chair actively recruits new members.
9.08	Is the utilization of community resources sufficient to enrich the program? ☐ Yes ☐ No
9.09	Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both? ☑ Yes ☐ No
9.10	Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives? ☑ Yes ☐ No
9.11	For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria? Yes No Not Applicable (these elements are not part of the program or no student is at the point of needing them)
9.12	Does the program use independent studies? ☐ Yes No (Skip to question 9.14)

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9.14	Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program? No No
9.15	Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed? ☑ Yes ☐ No
9.16	Is an appropriately detailed syllabus on file for each course that includes: (a) Title and course descriptions Yes
9.17	Do students confirm that they receive a course syllabus and that it is followed? ☑ Yes ☐ No
9.18	Are the courses available when needed by the student in the normal pursuit of a program of study? ☑ Yes ☐ No
9.19	Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council? ☐ Yes ☐ No ☐ Not Applicable (there have been no graduates)
	How many calls to employers or graduates were attempted? There were no graduates who were placed from the academic associate's degree program. Bachelor's degree program in Business Administration: 1
	How many calls to employers or graduates were successful? Bachelor's degree program in Business Administration: 1

discrepancy between the number of successful contacts and confirmations.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any

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	There was 1 successful contact that confirmed the employment of the graduate as reported on the 2012 CAR.
9.20	Was documentation on file to verify graduates classified on the CAR as "not available for placement"? ☑ Yes ☐ No ☐ Not Applicable
	In the academic associate's degree program, one student was not placed based on medical reasons as documented in the 2012 CAR. There is an email statement from the student stating medical reasons are preventing her from obtaining employment.
9.21	Does the campus participate in Title IV financial aid?
9.22	Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding? Yes No Not Applicable (Clock hour programs only)
9.23	Is there evidence that out-of-class work or the equivalency is being evaluated? ☑ Yes ☐ No ☐ Not Applicable (Clock hour programs only)
	If Yes, briefly describe the documentation of evaluation viewed on site. Student assignments are based on research of job propsects for companies in the Annandale area. The team verified proof of these out-of-class assignments with the instructors.
9.24	Are the following appropriate to adequately support the number and nature of the program? (a) Facilities. Yes No (b) Instructional equipment. Yes No (c) Resources. Yes No (d) Personnel. Yes No
9.25	Are the following elements appropriately incorporated into the instructional components of the program? (a) Systematic planning. ☐ Yes ☐ No (b) Well-defined instructional objectives. ☐ Yes ☐ No
	(c) The selection and use of appropriate and current learning materials. ☐ Yes ☐ No ☐ No ☐ Appropriate modes of instructional delivery. ☐ Yes ☐ No ☐ The use of appropriate assessment strategies. ☐ Yes ☐ No ☐ The use of appropriate experiences. ☐ Yes ☐ No
9.27	Do the faculty members' qualifications meet the minimum requirements outlined in the <i>Accreditation Criteria</i> , and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded? Yes \sum No
9.28	Is the size of the faculty appropriate to the total student enrollment? ☑ Yes ☐ No

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9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program? X Yes ☐ No 9.30 Are teaching loads reasonable? X Yes No FOR ACADEMIC ASSOCIATE'S DEGREES ONLY Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned 9.38 over a period of four semesters, six quarters, or the equivalent? X Yes No Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration? 9.39 X Yes 9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree? X Yes 9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes? Not Applicable (no students in the second year) Are the second-year courses based upon appropriate first-year prerequisites? 9.42 X Yes No Not applicable FOR BACHELOR'S DEGREES ONLY Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, 9.43 earned over a period of eight semesters, 12 quarters, or the equivalent? X Yes No 9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration? X Yes 9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission? Yes Not Applicable (institution offers all four years of the degree) No Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same 9.46 degree? X Yes ☐ No 9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work? X Yes Not Applicable (no students in the third and fourth years) No Are the third- and fourth-year courses based upon appropriate prerequisites? 9.48 X Yes No 9. PROGRAM EVALUATION Bachelor's Degree in Information and Network Technologies: Major in Computer Forensics

Bachelor's Degree in Information and Network Technologies: Major in Network Management

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Bachelor's Degree in Information and Network Technologies: Major in Systems Securities Academic Associate's Degree Information and Network Technology

10.6	Is licensure, certification or registration required to practice in the specific career field? ☐ Yes ☐ No (Skip to question 9.02)
9.02	Who is assigned to administer the academic program(s), and what are this person's qualifications? Mr. Maxwell Adjei-Turim administrates the programs. Mr. Adjei-Turim holds a bachelor's degree in Information Technology from the American Intercontinental University, a master's of Business Administration from University of Phoenix, and Cisco Certified Network Associate and Academy Instructor certifications. Prior to joining the campus, Mr. Adjei-Turim was the program chair of the Management Information Systems/Business program at Florida Career College for three years, network administrator at South County Mental Health Institute for two years, systems administrator at National PETScan Management for two years, and technical support representative at The Answer Group for three years.
9.03	Does this individual possess appropriate academic or experiential qualifications? ☑ Yes ☐ No
9.04	Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)? Yes No
9.05	Are the time and resources devoted to the administration of the educational program(s) sufficient? Yes No
9.06	Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas: (a) Student retention rate of 62%? Yes No Not Applicable (Additional Location Inclusion only) (b) Student placement rate of 58%? Yes No Not Applicable (Additional Location Inclusion only)
9.07	List the community resources and describe how they are utilized to enrich the program(s). The Information and Network Technologies programs utilize a professional advisory committee (PAC), field trips, and guest speakers to gain insight from industry professionals and to ensure students are learning the necessary skills to compete for jobs in the local workforce.
9.08	Is the utilization of community resources sufficient to enrich the program? ☑ Yes ☐ No
9.09	Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both? ☑ Yes ☐ No
9.10	Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives? ☑ Yes ☐ No
9.11	For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

9.19

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VER. September 1, 2013 ACICS INITIAL, REEVALUATION, OR ADDITIONAL LOCATION INCLUSION REPORT Page 38 of 56 Yes ☐ No Not Applicable (these elements are not part of the program or no student is at the point of needing them) 9.12 Does the program use independent studies? X Yes No (Skip to question 9.14) 9.13 Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards? X Yes No 9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program? X Yes 9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed? X Yes 9.16 Is an appropriately detailed syllabus on file for each course that includes: (a) Title and course descriptions X Yes No (b) Course numbers X Yes No (c) Course prerequisites and/or corequisites X Yes No (d) Instructional contact hours/credits X Yes No (e) Learning objectives X Yes No (f) Instructional materials and references X Yes No (g) Topical outline of the course X Yes No (h) Instructional methods X Yes No Assessment criteria X Yes No (i) Method of evaluating students X Yes ☐ No (k) Date the syllabus was last reviewed For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only (1) Out-of-class work assignments that support the learning objectives for the course X Yes Not Applicable (Additional Location Inclusion) (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments X Yes Not Applicable (Additional Location Inclusion) Do students confirm that they receive a course syllabus and that it is followed? 9.17 X Yes Are the courses available when needed by the student in the normal pursuit of a program of study? 9.18

How many calls to employers or graduates were attempted?

Campus Accountability Report submitted to the Council?

No

☐ Not Applicable (there have been no graduates)

Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last

	Academic associate's degree program in Information and Network Technology: No graduates Bachelor's degree program in Information and Network Technology, Major in Computer Forensics: 1 Bachelor's degree program in Information and Network Technology: 3 Bachelor's degree program in Information and Network Technology, Major in Systems Securities: 3
	business of degree program in morning and received the recommon of the objection of the obj
	How many calls to employers or graduates were successful? Academic associate's degree program in Information and Network Technology: No graduates Bachelor's degree program in Information and Network Technology, Major in Computer Forensics: 1 Bachelor's degree program in Information and Network Technology: 3
	Bachelor's degree program in Information and Network Technology, Major in Systems Securities: 3
	How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain an discrepancy between the number of successful contacts and confirmations. Academic associate's degree program in Information and Network Technology: No graduates Bachelor's degree program in Information and Network Technology, Major in Computer Forensics: 1 Bachelor's degree program in Information and Network Technology: 3 Bachelor's degree program in Information and Network Technology, Major in Systems Securities: 3
	baciletos s degree program in information and receivora recimology, major in systems securities, s
9.20	Was documentation on file to verify graduates classified on the CAR as "not available for placement"? ☑ Yes ☐ No ☐ Not Applicable
9.21	Does the campus participate in Title IV financial aid?
	Yes No (Skip to question 9.24)
9.22	Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding? Yes No Not Applicable (Clock hour programs only)
9.23	Is there evidence that out-of-class work or the equivalency is being evaluated? Yes No Not Applicable (Clock hour programs only)
	If Yes, briefly describe the documentation of evaluation viewed on site. The team reviewed graded homework during the classroom interviews.
9.24	Are the following appropriate to adequately support the number and nature of the program? (a) Facilities.
	⊠ Yes □ No
	(b) Instructional equipment.
	Yes No
	(d) Personnel.
	⊠ Yes □ No
9.25	Are the following elements appropriately incorporated into the instructional components of the program?
	(a) Systematic planning.
	⊠ Yes □ No
	(b) Well-defined instructional objectives. ⊠ Yes □ No
	(c) The selection and use of appropriate and current learning materials.
	⊠ Yes □ No
	(d) Appropriate modes of instructional delivery.
	(e) The use of appropriate assessment strategies.
	⊠ Yes ☐No
	(f) The use of appropriate experiences.

VER. September 1, 2013 ACICS INITIAL, REEVALUATION, OR ADDITIONAL LOCATION INCLUSION REPORT Page 40 of 56 X Yes _ No FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their 9.27 qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded? X Yes No 9.28 Is the size of the faculty appropriate to the total student enrollment? X Yes No FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY 9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program? X Yes No FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY 9.30 Are teaching loads reasonable? X Yes No FOR BACHELOR'S DEGREES ONLY Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, 9.43 earned over a period of eight semesters, 12 quarters, or the equivalent? X Yes No 9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration? X Yes 9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission? Not Applicable (institution offers all four years of the degree) Yes Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same 9.46 degree? X Yes No 9.47 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work? X Yes No Not Applicable (no students in the third and fourth years)

GENERAL COMMENTS:

X Yes

The team found the programs were well-conceived, directed, and taught.

Are the third- and fourth-year courses based upon appropriate prerequisites?

COMMENDATIONS:

9.48

The team found a well run campus with competent caring faculty, administration and staff, all dedicated to the single goal of student success. Students interviewed are pleased with the education they receive and feel they are acquiring the necessary skills to be competitive in the global market place.

9. PROGRAM EVALUATION

objectives?

Academic Associate's Degree in Graphic Design and Multi Media Bachelor's Degree in Animation Bachelor's Degree in Visual Communications 9.01 Is licensure, certification or registration required to practice in the specific career field? Yes No (Skip to question 9.02) 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications? Mr. Jeff Fiore administers the Graphic Design, Visual Communications and Animation degree programs. He holds a bachelor's degree in Digital Media/Animation from East Tennessee State University and a master's degree in Interactive Design and Game Development from Savannah College of Art and Design. Mr. Fiore has been at the institution for about four and one-half years and in the position of academic chair for two years. As chair, he oversees a total of one full-time and five part-time instructors, and teaches approximately eight hours a week in addition to his duties as program administrator. He holds professional membership in the American Institute of Graphic Arts (AIGA), and has worked for drafting firms as an architectural draftsman for survey drafting and website design, a freelance designer, and as the owner and director of his own design firm, J. Fiore Studio. 9.03 Does this individual possess appropriate academic or experiential qualifications? X Yes 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)? X Yes No 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient? X Yes 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas: (a) Student retention rate of 62%? X Yes No Not Applicable (Additional Location Inclusion only) (b) Student placement rate of 58%? Not Applicable (Additional Location Inclusion only) List the community resources and describe how they are utilized to enrich the program(s). 9.07 The greater metropolitan Washington, DC area offers a wide range of unique professional applications for design students in the fields of graphic design, animation and visual communications. The program advisory committee (PAC) members represent a range of individuals from corporate, educational and design fields, who come to the campus as guest speakers and act as curriculum advisors. The Art Director's Club of Metro Washington, which offers student memberships, allows professional networking opportunities for the students. A relationship has been created between the Annandale Chamber of Commerce and Graphic Design students to work together on the production of banners, public area graphics, and high profile logos for the purpose of establishing a new, contemporary identity to enhance the City of Annandale's commercial public space and tourist appeal. 9.08 Is the utilization of community resources sufficient to enrich the program? X Yes No 9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both? X Yes No Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its 9.10

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Yes No

9,11	For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria? Yes No Not Applicable (these elements are not part of the program or no student is at the point of needing them)
9.12	Does the program use independent studies? ☑ Yes ☐ No (Skip to question 9.14)
9.13	Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards?
	⊠ Yes □ No
9.14	Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program? Yes No
9.15	Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed? Yes No
9.16	Is an appropriately detailed syllabus on file for each course that includes: (a) Title and course descriptions Yes
9.17	Do students confirm that they receive a course syllabus and that it is followed? Yes No
9.18	Are the courses available when needed by the student in the normal pursuit of a program of study?

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9.19	Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council? Yes No Not Applicable (there have been no graduates)
	How many calls to employers or graduates were attempted? Academic associate's degree in Graphic Design: 2 Bachelor's degree in Visual Communications: 3 Bachelor's degree in Animation: 5
	How many calls to employers or graduates were successful? Academic associate's degree in Graphic Design: 2 Bachelor's degree in Visual Communications: 3 Bachelor's degree in Animation: 3
	How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations. All of the successful calls confirmed the employment of graduates as reported on the 2012 CAR.
9.20	Was documentation on file to verify graduates classified on the CAR as "not available for placement"? ☑ Yes ☐ No ☐ Not Applicable
9.21	Does the campus participate in Title IV financial aid? ☐ Yes ☐ No (Skip to question 9.24)
9.22	Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding? Yes No Not Applicable (Clock hour programs only)
9.23	Is there evidence that out-of-class work or the equivalency is being evaluated? Yes No Not Applicable (Clock hour programs only)
	If Yes, briefly describe the documentation of evaluation viewed on site. The team was presented with graded homework, recorded grades, and student portfolios.
9.24	Are the following appropriate to adequately support the number and nature of the program? (a) Facilities. Yes No (b) Instructional equipment. Yes No (c) Resources. Yes No (d) Personnel. Yes No
9.25	Are the following elements appropriately incorporated into the instructional components of the program? (a) Systematic planning, Yes No (b) Well-defined instructional objectives. Yes No (c) The selection and use of appropriate and current learning materials. Yes No (d) Appropriate modes of instructional delivery. Yes No (e) The use of appropriate assessment strategies, Yes No (f) The use of appropriate experiences.

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X Yes No FOR ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded? X Yes No 9.28 Is the size of the faculty appropriate to the total student enrollment? X Yes No FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the 9.29 program? X Yes ☐ No 9.30 Are teaching loads reasonable? X Yes No FOR ACADEMIC ASSOCIATE'S DEGREES ONLY Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent? X Yes Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration? 9.39 X Yes No 9.40 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree? X Yes No 9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes? Not Applicable (no students in the second year) X Yes Are the second-year courses based upon appropriate first-year prerequisites? 9.42 Not applicable FOR BACHELOR'S DEGREES ONLY Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent? X Yes 9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration? X Yes If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly 9.45 describe the requirements for admission? Yes Not Applicable (institution offers all four years of the degree) Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same 9.46 degree? X Yes _ No

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9.47	laboratory work?
9.48	Are the third- and fourth-year courses based upon appropriate prerequisites? ☑ Yes ☐ No
GEN	NERAL COMMENTS:
	team reviewed student portfolios in the areas of video, graphic design and photography and found them to be adequate for the purpose ecuring employment in their particular area.
9.	PROGRAM EVALUATION
	Bachelor's Degree in Construction Management
	Academic Associate's Degree in Construction Management
9.01	Is licensure, certification or registration required to practice in the specific career field? ☐ Yes ☐ No (Skip to question 9.02)
9.02	Who is assigned to administer the academic program(s), and what are this person's qualifications? Mr. Ronald Keele, lead instructor, is assigned to administer the programs. He holds a master's degree from the University of Maryland, a bachelor's degree in Civil Engineering from Virginia Tech, a certificate in Safety Engineering and as a Professional Engineer. Mr. Keele has more than 25 years of industry experience.
9.03	Does this individual possess appropriate academic or experiential qualifications? ☑ Yes ☐ No
9.04	Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)? Yes \sum No
9.05	Are the time and resources devoted to the administration of the educational program(s) sufficient? ☑ Yes ☐ No
9.06	Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas: (a) Student retention rate of 62%?
	Yes No Not Applicable (Additional Location Inclusion only)
	 (b) Student placement rate of 58%? ∑ Yes
	If No for either item does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard?
	Yes No Not Applicable
9.07	List the community resources and describe how they are utilized to enrich the program(s). The programs use the following community resources: field trips such as visits to various Washington D.C. rail line construction sites; guest speakers who present topics such as Green Technologies, Revit, and AutoCad software; and a program advisory committee (PAC) whose members are local industry professionals.
9.08	Is the utilization of community resources sufficient to enrich the program? ✓ Yes □ No

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9.09	Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both? ☐ Yes ☐ No
9.10	Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives? ☑ Yes ☐ No
9.11	For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria? Yes No Not Applicable (these elements are not part of the program or no student is at the point of needing them)
9.12	Does the program use independent studies? ☑ Yes ☐ No (Skip to question 9.14)
9.13	Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards? ☑ Yes ☐ No
9.14	Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program? ✓ Yes □ No
9.15	Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed? ☑ Yes ☐ No
9.16	Is an appropriately detailed syllabus on file for each course that includes: (a) Title and course descriptions Yes No (b) Course numbers Yes No (c) Course prerequisites and/or corequisites Yes No (d) Instructional contact hours/credits Yes No (e) Learning objectives Yes No (f) Instructional materials and references Yes No (g) Topical outline of the course Yes No (h) Instructional methods Yes No (i) Assessment criteria Yes No (j) Method of evaluating students Yes No (k) Date the syllabus was last reviewed Yes No For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only: (l) Out-of-class work assignments that support the learning objectives for the course Yes No Not Applicable (Additional Location Inclusion) (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments Yes No Not Applicable (Additional Location Inclusion)

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9.17	Do students confirm that they receive a course syllabus and that it is followed? ☑ Yes ☐ No
9.18	Are the courses available when needed by the student in the normal pursuit of a program of study? Yes No
9.19	Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council? Yes No Not Applicable (there have been no graduates)
	How many calls to employers or graduates were attempted? Academic associate's degree program in Construction Management: No Graduates Bachelor's degree program in Construction Management; 6
	How many calls to employers or graduates were successful? Academic associate's degree program in Construction Management: No Graduates Bachelor's degree program in Construction Management: 5
	How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations. All 5 successful contacts confirmed the employment of the graduates as reported on the 2012 CAR.
	If No, insert "Section 3-1-303(a)" in parentheses and explain: (Section 3-1-303(a)): Based on backup documentation including self-described job duties from each organization, the following three bachelor's degree in Construction Management graduates who were classified on the 2012 CAR as being placed in a related field are not accurately classified:
9.20	Was documentation on file to verify graduates classified on the CAR as "not available for placement"? ☐ Yes ☐ No ☐ Not Applicable
FOR	NEW GRANTS AND INITIAL GRANTS ONLY
9.21	Does the campus participate in Title IV financial aid? ⊠ Yes □ No (Skip to question 9.24)
9.22	Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding? Yes No Not Applicable (Clock hour programs only)
9.23	Is there evidence that out-of-class work or the equivalency is being evaluated? Yes No Not Applicable (Clock hour programs only)
	If Yes, briefly describe the documentation of evaluation viewed on site. The course instructors provided graded homework that was relative to the course objectives.
9.24	Are the following appropriate to adequately support the number and nature of the program? (a) Facilities. ☐ Yes ☐ No

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	(b) Instruction	nal equipment.			
	Yes	□ No			
	(c) Resources				
	⊠ Yes	□ No			
	(d) Personnel.				
	⊠ Yes	□ No			
9.25	Are the followi	ing elements appropriately incorporated into the instructional components of the program?			
	⊠ Yes	□ No □			
		ned instructional objectives.			
	⊠ Yes	□No			
		ion and use of appropriate and current learning materials.			
	⊠ Yes	No			
		te modes of instructional delivery.			
	⊠ Yes	□ No			
		appropriate assessment strategies.			
	⊠ Yes	No			
		appropriate experiences.			
	Yes	□ No			
	∠ 1 cs				
	NONDEGREE REES ONLY	PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S			
9.27	qualifications	members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their academically and experientially appropriate to the subject matter they teach and the level of the credential			
	awarded?				
	⊠ Yes	□ No			
9.28	In the size of th	ne faculty appropriate to the total student enrollment?			
9.20	Yes	No			
	Z 103				
FOR (OCCUPATIONA	AL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY			
9.29	Is an adequate	core of full- and part-time faculty employed to ensure sound direction and continuity of development for the			
	program?				
	⊠ Yes	□ No			
FOD	A CADEMIC AS	SOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY			
FUK	ACADEMIC AS	SOCIATE S, BACHELOR S, AND MASTER S, DEGREES ONLY			
9.30	Are teaching lo	ads reasonable?			
	⊠ Yes	□ No			
FOR A	ACADEMIC AS	SOCIATE'S DEGREES ONLY			
9.38	Is the number	of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned			
	over a period of	of four semesters, six quarters, or the equivalent?			
	⊠ Yes	□ No			
0.20	To those a miliale	anne a Can anne ata la como de la como en el ciu anticolare de anne en distinue de anne a Canana de dispara			
9.39	Yes	mum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?			
	□ 162 □ 100				
9.40	Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same				
1000	degree?				
	⊠ Yes	□ No			

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9.41	Is enrollmer ⊠ Yes	in the second	d academic year of the two-year program sufficient to support regularly scheduled classes? Not Applicable (no students in the second year)	
9.42	Are the seco	ond-year cours	es based upon appropriate first-year prerequisites? Not applicable	
FOR	BACHELOR'	S DEGREES	ONLY	
9.43			equired to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, ght semesters, 12 quarters, or the equivalent?	
9.44	Is there a m	inimum of 60 s	semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?	
9.45		tion offers only requirements f		
	Yes	☐ No	Not Applicable (institution offers all four years of the degree)	
9.46	Does the cu degree? Yes	rriculum quan	titatively and qualitatively approximate the standards at other collegiate institutions offering the same	
9.47	Is enrollmentaboratory w		and fourth years of the bachelor's program sufficient to support regularly scheduled classes and	
	Yes	☐ No	Not Applicable (no students in the third and fourth years)	
9.48	Are the third	d- and fourth-y	rear courses based upon appropriate prerequisites?	
GEN	ERAL COMM	IENTS:		
The te	eam found the p	rogram chair.	lead instructor, and faculty are passionate about assuring students are well-informed about the changes in uest speakers have presented information on Green Technology.	
9.	PROGR	AM EVA	LUATION	
	Academic Associate's Degree in Computer Aided Drafting/Architectural Design			
	Bachelor's I	Degree in In	iterior Design	
9.01	Is licensure, ☐ Yes		r registration required to practice in the specific career field? ip to question 9.02)	
9.02			ster the academic program(s), and what are this person's qualifications? air, administers the Computer Aided Drafting/Architectural Design and Interior Design programs.	
			olds a bachelor's degree in Digital Media/Animation from East Tennessee State University and a master's ign and Game Development from Savannah College of Art and Design. Mr. Fiore has been at the	

As previously noted, he holds a bachelor's degree in Digital Media/Animation from East Tennessee State University and a master's degree in Interactive Design and Game Development from Savannah College of Art and Design. Mr. Fiore has been at the institution for about four and one-half years and in the position of academic chair for two years. As chair, he oversees a total of one full-time and five part-time instructors, and teaches approximately eight hours a week in addition to his duties as program administrator. He holds professional membership in the American Institute of Graphic Arts (AIGA), and has worked for drafting firms as an architectural draftsman for survey drafting and website design, a freelance designer, and as the owner and director of his own design firm, J. Fiore Studio.

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Mr. Fiore's academic and experiential background makes him well suited to be the program chair. However, he does not have sufficient expertise in Interior Design, so he is supported by Ms.Kirstin Bonner, lead instructor of the Interior Design program. Ms. Bonner holds a bachelor's degree in Interior Design from Mount Vernon College, and has worked at the Annandale campus for the last six years and has been lead instructor for the last three years. Her work experience includes 12 years as principal of her own design firm, and 9 years as design manager of office furniture firms. Ms. Bonner's academic and experiential background makes her well-suited for the lead instructor position.

9.03	Does this individual possess appropriate academic or experiential qualifications? ☑ Yes ☐ No
9.04	Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)? \square Yes \square No
9,05	Are the time and resources devoted to the administration of the educational program(s) sufficient? ☐ Yes ☐ No
9.06	Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas: (a) Student retention rate of 62%? ☐ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only) (b) Student placement rate of 58%? ☐ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
9.07	List the community resources and describe how they are utilized to enrich the program(s). There is documented evidence of guest speakers, field trips, portfolio presentations, and professional advisory committee meetings. One unique event was the creation of Annandale's Historic Town Center. The scope of the project was to reclaim a circular area in the heart of Annandale. Using urban design techniques, the space will include revised automobile patterns, landscaping, façade definitions, and local signage. The project involved all the programs in the School of Design. Ultimately, the project was presented to Annandale Chamber of Commerce.
9.08	Is the utilization of community resources sufficient to enrich the program? ☐ Yes ☐ No
9.09	Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both? ☐ Yes ☐ No
9.10	Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives? ☑ Yes ☐ No
9.11	For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria? Yes No Not Applicable (these elements are not part of the program or no student is at the point of needing them)
9.12	Does the program use independent studies? ☐ Yes ☐ No (Skip to question 9.14)
9.13	Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Council standards? Yes \sum No
9.14	Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

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	⊠ Yes □ No
9.15	Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed? Yes No
	If No, insert the section number in parentheses and explain:
	(Section 3-1-513(b) and Glossary): Course prerequisites are not being appropriately followed for the following students
	program sequence: (b)(6)
9.16	Is an appropriately detailed syllabus on file for each course that includes:
	(a) Title and course descriptions No No
	(b) Course numbers
	⊠ Yes □ No
	(c) Course prerequisites and/or corequisites
	∑ Yes □ No
	(d) Instructional contact hours/credits No No
	(e) Learning objectives
	Yes No
	(f) Instructional materials and references
	⊠ Yes □ No
	(g) Topical outline of the course
	⊠ Yes □ No
	(h) Instructional methods
	✓ Yes✓ No(i) Assessment criteria
	Yes No
	(j) Method of evaluating students
	⊠ Yes □ No
	(k) Date the syllabus was last reviewed
	⊠ Yes □ No
	For Title IV participant campuses that have <u>lecture</u> courses in <u>credit hour programs</u> or <u>clock-to-credit hour programs</u> only: (1) Out-of-class work assignments that support the learning objectives for the course
	Yes No Not Applicable (Additional Location Inclusion)
	(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
9.17	Do students confirm that they receive a course syllabus and that it is followed?
	⊠ Yes □ No
9.18	Are the courses available when needed by the student in the normal pursuit of a program of study? ☐ Yes ☐ No
9.19	Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last
	Campus Accountability Report submitted to the Council?
	Yes No Not Applicable (there have been no graduates)
	How many calls to employers or graduates were attempted?
	Academic associate's degree program in Computer Aided Drafting/Architectural Design: 3

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	Bachelor's degree program in Interior Design: 4
	How many calls to employers or graduates were successful? Academic associate's degree program in Computer Aided Drafting/Architectural Design; 2 Bachelor's degree program in Interior Design: 1
	How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations. All of the successful contacts confirmed the employment of the graduates as reported on the 2012 CAR.
9.20	Was documentation on file to verify graduates classified on the CAR as "not available for placement"? ☑ Yes ☐ No ☐ Not Applicable
FOR	NEW GRANTS AND INITIAL GRANTS ONLY
9.21	Does the campus participate in Title IV financial aid? ⊠ Yes □ No (Skip to question 9.24)
9.22	Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding? Yes No Not Applicable (Clock hour programs only)
9.23	Is there evidence that out-of-class work or the equivalency is being evaluated? Yes No Not Applicable (Clock hour programs only)
	If Yes, briefly describe the documentation of evaluation viewed on site. Out-of-class work was evaluated through graded quizes, tests, in class presentations, turned in papers and turned in projects.
9.24	Are the following appropriate to adequately support the number and nature of the program? (a) Facilities. ☐ No
	(b) Instructional equipment. ☐ Yes ☐ No (c) Resources. ☐ Yes ☐ No (d) Personnel. ☐ Yes ☐ No
9.25	Are the following elements appropriately incorporated into the instructional components of the program? (a) Systematic planning. Yes No (b) Well-defined instructional objectives. Yes No (c) The selection and use of appropriate and current learning materials. Yes No (d) Appropriate modes of instructional delivery. Yes No (e) The use of appropriate assessment strategies. Yes No (f) The use of appropriate experiences. Yes No

FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

degree?

Yes

No

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VER. September 1, 2013 ACICS INITIAL, REEVALUATION, OR ADDITIONAL LOCATION INCLUSION REPORT Page 53 of 56 9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded? X Yes 9.28 Is the size of the faculty appropriate to the total student enrollment? X Yes FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY 9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program? X Yes No FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY 9.30 Are teaching loads reasonable? X Yes No FOR ACADEMIC ASSOCIATE'S DEGREES ONLY 9.38 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent? X Yes ☐ No Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration? 9.39 X Yes No Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same 9.40 degree? X Yes No 9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes? Not Applicable (no students in the second year) X Yes No Are the second-year courses based upon appropriate first-year prerequisites? 9.42 X Yes No Not applicable FOR BACHELOR'S DEGREES ONLY 9.43 Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent? X Yes 9.44 Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration? X Yes 9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission? Not Applicable (institution offers all four years of the degree) Yes No 9.46 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same

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VER. S	September 1, 2013 ACICS INITIAL, REEVALUATION, OR ADDITIONAL LOCATION INCLUSION	ON REPORT Page 54 of	56		
9.47	Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?				
	Yes No Not Applicable (no students in the third and four	urth years)			
9.48	Are the third- and fourth-year courses based upon appropriate prerequisites? ☑ Yes ☐ No				
GENE	ERAL COMMENTS:				
	eam found the students and instructors demonstrate a passion and dedication to learning	g,			

COMMENDATIONS:

The team found one unique program activity was to recreate Annandale's Historic Town Center. The scope of the project was to reclaim a circular area in the heart of Annandale, and then using urban design techniques, the space included revised automobile patterns, landscaping, façade definitions, and local signage. The project involved all the students in the school of design programs and, ultimately, it was presented to Annandale Chamber of Commerce.

SUMMARY

The institution is not in compliance with the Accreditation Criteria in the following areas:

Number	Citation	Summary Statement
1.	Sections 3-1-111 and 3-1-441(c)	Follow-up studies on graduates are not being conducted by the institution at specific measuring points following placement of the graduates (pages 4 and 13).
2.	Section 3-1-202(b)	Documentation of evaluations is not maintained for all faculty members (page 6).
3.	Section 3-1-303(a)	The team cannot verify that three students in the bachelor's program in Construction Management are appropriately classified on the CAR (page 47).
4.	Section 3-1-420 and Appendix D	The team finds that the implementation of the satisfactory academic progress (SAP) policy does not comply with the requirements of the <i>Accreditation Criteria</i> (pages 10-11).
5.	Section 3-1-513(b)	Courses are not available when needed by the student in the normal pursuit of the program and prerequisites are not being followed (page 51).
6.	Section 3-1-516(a)(i)	There is not appropriate documentation to evidence that students in one course are meeting for an appropriate number of contact hours (page 16).
7.	Section 3-1-543 and Glossary	Documentation of professional growth is not available for all faculty members (pages 17-18).

RECOMMENDATIONS

The evaluation team offers the following recommendations for the institution's consideration. (These recommendations are not included in the report seen by the Council):

- That staff files be maintained to contain all pertinent information and verifying documents of staff credentials and professional experience.
- 2. The team found during interviews with two separate groups of Medical Assisting students enrolled in the diploma and degree progams, that students are mandated to complete some medical testing before being placed at the externship sites. Students expressed dissatisfaction with the requirements stating they were not informed about the mandatory testing at enrollment or before the externship placement, and they were put in very difficult circumstances related to their inability to pay for these tests. During the time of the visit, the team investigated the concern and found the campus does provide students with a statement at the time of the admisssion that verbates the requirements. Although the statement is clear, given the confusion expressed by the students the team recommends the campus specifically explain this specific requirement in the enrollment agreement, at the time of admission, so students are made aware and understand what is required before they get to the externship placement phase of the program.
- That some equipment be updated to more current industry standards especially in the areas of grapic design and animation. Students stated, as per interview, that work could be expedited with newer, updated versions of both hardware and software equipment.
- 4. The majority of the Interior Design classes are taught in two rooms in the West Wing 6th floor. Neither of those rooms has computers installed in them; when computers are needed they bring in a cart of laptops. It is recommended that additional computers be provided in the rooms for the students to use before, during, and after class.
- Expanding the part-time instructor pool for the Interior Design program to allow for a more diverse experience perspective and teaching approach.
- 6. More faculty observations on an ongoing basis.



ADDITIONAL LOCATION INCLUSION

ITT TECHNICAL INSTITUTE 2895 NE Loop 410 San Antonio, TX 78218 ACICS ID Code: 00070456

MAIN CAMPUS

ITT Technical Institute Indianapolis, IN 46268 ACICS ID Code: 00016040

September 19-20, 2013

Dr. Alvin J. Marrow	Chair	Retired Academic Dean, Florida Metropolitan University - North Orlando	Winter Park, FL
Ms. Maura K. Wilson	Student-Relations Specialist	Director, Retired, Flagler College	Albany, OR
Ms. Mary Gail Lowery	Educational Activities Specialist	Retired, Alabama Department of Education	Gatlinburg, TN
Mr. Tom Phillips	IT Programs Specialist	Professor, Retired, Gibbs College	Tinton Falls, NJ
Ms. Silvia Gimbutas	Drafting and Design Specialist	Instructor, Westwood College	Chicago, IL
Mr. Ian R. Harazduk	Staff Representative	ACICS	Washington,

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ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS

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PROGRAMS OFFERED BY ITT TECHNICAL INSTITUTE SAN ANTONIO, TEXAS

	-					R			CAR & Placement	
CDEBENTIAL					Enroll; Full-	2012		2011		
CREDENTIAL EARNED (As defined by the institution)	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Clock Hrs.	Qtr. Hrs.	time/ Part- time	Ret.	Pla.	Ret.	Pla.	
Associate of Applied Science degree	Academic Associate's degree	Drafting and Design Technology	1315	93	29/0	n/a	n/a	n/a	n/a	
Associate of Applied Science degree	Academic Associate's degree	Electrical Engineering Technology	1315	93	41/1	n/a	n/a	n/a	n/a	
Associate of Applied Science degree	Academic Associate's degree	Network Systems Administration	1315	-93	64/3	n/a	n/a	n/a	n/a	
Associate of Applied Science degree	Academic Associate's degree	Industrial Engineering Technology*	1315	93	0	n/a	n/a	n/a	n/a	
Associate of Applied Science degree	Academic Associate's degree	Software Development*	1315	93	0	n/a	n/a	n/a	n/a	
Bachelor of Science degree	Bachelor's degree	Electrical Engineering and Communications Technology**	2524	180	0	n/a	n/a	n/a	n/a	
Bachelor of Science degree	Bachelor's degree	Information Systems and Cybersecurity**	2594	180	0	n/a	ñ/a	n/a	ñ/a	
Bachelor of Science degree	Bachelor's degree	Software Development**	2523	180	0	n/a	n/a	n/a	n/a	
Bachelor of Science degree	Bachelor's degree	Project Management and Administration – Project Management and Administration Option, Construction Option, and Information Technology Option**	2326	180	0	n/a	n/a	n/a	n/a	

TOTAL ENROLLMENT

138

- n/a The campus enrolled its first students in June 2012. Data is not available for these programs. There were no graduates at the time of the visit.
- * Anticipated starting dates for these programs are as follows: Industrial Engineering Technology (December 2013), Software Development (March 2014).
- ** Anticipated starting dates for these programs are as follows: Electrical Engineering and Communications Technology (December 2014), Information Systems and Cybersecurity (September 2014), Software Development (2015), and Project Management and Administration-Project Management and Administrative Option, Construction Option, and Information Technology Option (September 2014).

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INTRODUCTION

The ITT Technical Institute in San Antonio is part of a nationwide system of over 140 campuses in 38 states owned and operated by ITT/ESI, which is headquartered in Carmel, Indiana. The campus, which opened its doors for classes in June 2012, currently offers three academic associate's degree programs and anticipates expanding its offerings at both the associate's and bachelor's degree levels. The campus, located in the heart of the Alamo country, mainly attracts students from the San Antonio metropolitan area, with a population of over 1.5 million, and includes a large contingent of students (30%) from 3 major military bases in the area. In addition, the student population, consisting of mainly adult and evening learners, is representative of the local community demographics, the breakdown by race is 41.7% Hispanic, 26.7% Caucasian, 13.3% African-American, 3.3% Asian-American, and 15% undisclosed; and by gender, 85% male and 15% female.

1. MISSION

1.01	Give the page number in the campus catalog on which the mission statement can be found. The mission statement can be found on page 2, volume 9, of the 2013-2014 catalog.
1.02	Does the campus have an appropriate mission statement with a set of supporting objectives? ☑ Yes ☐ No
1.03	Are the objectives devoted substantially to career-related education? ☑ Yes ☐ No
1.04	Are the objectives reasonable for the following? (a) The programs of instruction Yes No (b) The modes of delivery. Yes No (c) The facilities of the campus. Yes No
1.05	Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public? Yes No
1.06	Is the campus committed to successful implementation of its mission? ✓ Yes □ No
1.07	Does the campus have a current Campus Effectiveness Plan (CEP)? ☑ Yes ☐ No
1.08	If the campus is an additional location, does the additional location have its own CEP, separate from the main campus IEP? Yes No Not Applicable
1.09	Does the CEP describe the following? (a) The characteristics of the programs offered. ☐ Yes ☐ No (b) The characteristics of the student population. ☐ Yes ☐ No (c) The types of data that will be used for assessment.

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	 Yes □ No (d) Specific goals to improve the educational processes. Yes □ No (e) Expected outcomes of the plans. Yes □ No 	
1.10	Are the following five required elements evaluated in the CEP? (a) Student retention. Yes No (b) Student placement. Yes No Not Applicable (new additional location only) (c) Level of graduate satisfaction. Yes No Not Applicable (new additional location only) (d) Level of employer satisfaction. Yes No Not Applicable (new additional location only) (e) Student learning outcomes. Yes No	
I.II	Define the student learning outcomes used by the campus and how these outcomes are being assessed. The campus measures student learning outcomes using four measures - capstone courses, capstone engagement, and student success. For the first measure, capstone courses, many of the ITT Technical capstone course to solidify the student's overall learning process and to determine the level of the st program objectives. Beginning in December 2013, when the first capstone courses are offered, the can class average grades for capstone courses and develop a history of data that can be used to analyze student second, capstone assessment data, the campus assesses specific learning outcomes through the applica (communication skills, teamwork, critical thinking, et al.). As assessment data becomes available after offered, the faculty will begin reviewing proficiency levels achieved by graduates and take measur outcomes improvement. For the third, the campus measures student engagement by taking into account ability of the student to complete program courses. Data is currently being collected by the dean to measure the fourth, student success is measured by dividing the number of passing students by the number of students starting and passing a course is an indicator of the potential to achieve student learning outco collected by the dean to measure student success.	Institute programs utilize a udent's understanding of the upus dean will start tracking at learning outcomes. For the tion of an assessment rubric the first capstone classes are trees for continuous learning at student attendance and the ture student engagement. For lent attempts. The number of
1.12	Are the following identified and described in the CEP? (a) The baseline data for each outcome. Yes	to improve the educational
	At the time of the visit, the campus was either beginning to or planning to collect data, with charts in elements of the CEP. With baselines for each element already established, the data collected will be use offerings at the campus.	
1.13	Has the campus published annual placement and retention goals in its CEP that take into account its rate Accountability Reports and that demonstrate its ability to maintain or improve retention and placement of Yes No Not Applicable (new additional location or initial applicant only)	
1.14	Has the campus published specific activities that will be undertaken to meet placement and retention goal Yes No Not Applicable (new additional location only)	s?

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1.15	Describe the specific activities that the campus will undertake to meet these goals. The campus lists a number of goals and initiatives that it will undertake to meet its retention goals to include the following: improve student engagement; reduce student attrition: increase opportunities to build a sense of college community; increase tutoring opportunities, specifically with faculty and peer mentors; increase the use of guest speakers; provide a number of academically-focused student activities such as a student news broadcast, membership in clubs and associations, and career-related training exercises; and increase contact with students who do not attend class or are doing poorly in their academic studies.
	Without any graduates, the campus does not list any specific placement activities and goals.
1.16	Does the campus have documentation to show the following? (a) That the CEP has been implemented. ☐ Yes ☐ No (b) That specific activities listed in the plan have been completed. ☐ Yes ☐ No (c) That periodic progress reports have been completed. ☐ Yes ☐ No
1.17	Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee. Mr. Barry Bailey, campus director, is responsible for implementing and monitoring the CEP. Mr. Bailey has a master's degree in Business Administration from the University of Redlands, a bachelor's degree in Organizational Behavior from the University of San Francisco, and an associate's degree in Business and Management from Citrus College. He has been in his current position since September 2011. Prior to his current position, he served as dean of academic affairs at ITT Technical Institute-Tucson, Arizona; center dean at Devry University; president of Barry Bailey Group, Inc.; senior training consultant at Dell Computer; and staff administrator at GTE Corporation. Mr. Bailey's professional development includes attendance at an ACICS Accreditation Workshop (November 2011), participation in the Career Colleges and Schools of Texas (CCST) conference (November 2012), and membership in CCST.
	As chair of the CEP committee at ITT Technical Institute-San Antonio, Mr. Bailey has been instrumental in putting together a dynamic team of individuals to assist him in the development and implementation of the plan. Mr. Bailey's CEP team consists of the following individuals: the dean, director of finance, director of recruitment, registrar, and faculty representatives from each school of study.
1.18	Does the campus have documentation to show that the CEP is evaluated at least annually? Yes No Not Applicable (new additional location or initial applicant only)
2.	ORGANIZATION
2.01	Is the following information regarding the campus appropriately stated in the catalog? (a) Governance, control, and corporate organization. Yes
2.02	Does the campus: (a) Adequately train its employees? ☐ Yes ☐ No (b) Provide them with constant and proper supervision? ☐ Yes ☐ No

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	(c) Evaluate their work? ⊠ Yes □ No	
2.03	Is the administration of the campus efficient and effective? ☑ Yes ☐ No	
2.04	Does the campus maintain written documentation to show that faculty and staff members: (a) Clearly understand their duties and responsibilities? ☐ Yes ☐ No (b) Know the person to whom they report? ☐ Yes ☐ No (c) Understand the standards by which the success of their work is measured? ☐ Yes ☐ No	
2.05	Does the administration maintain documentation of the evaluation of the faculty and staff? ⊠ Yes □ No	
2.06	Has the campus adopted a policy on academic freedom that has been communicated to the faculty? ⊠ Yes □ No	
2.07	Does the campus have an appropriate grievance policy for faculty and staff? ⊠ Yes □ No	
2.08	Does the campus catalog or the student handbook contain an appropriate grievance policy for stude address of ACICS? Yes No Not Applicable (initial applicants only)	nts that includes the name and
2.09	Who is responsible for the financial oversight of the campus, and what are this person's qualification Mr. Barry Baily, campus director, is responsible for the financial oversight of the campus. As prev degree in Business Administration from the University of Redlands, a bachelor's degree in Orga University of San Francisco, and an associate's degree in Business and Management from Citrus Coll position since September 2011. Prior to his current position, he served as dean of academic affairs at I' Arizona; center dean at Devry University; president of Barry Bailey Group, Inc.; senior training constaff administrator at GTE Corporation.	iouly noted, he has a master's anizational Behavior from the ege. He has been in his current IT Technical Institute, Tucson,
3.	ADMINISTRATION	
3.01	Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the can workshop within 18 months prior to the final submission of the self-study? Yes \sum No	npus attended an accreditation
3.02	Are all staff well trained to carry out administrative functions? ⊠ Yes □ No	
3.03	Who is the on-site administrator, and what are this person's qualifications? Mr. Barry Baily, campus director, is the on-site administrator. As previously noted, Mr. Bailey has Administration from the University of Redlands, a bachelor's degree in Organizational Behavio Francisco, and an associate's degree in Business and Management from Citrus College. He has bee September 2011. Prior to his current position, he served as dean of academic affairs at ITT Technic center dean at Devry University; president of Barry Bailey Group, Inc.; senior training consultar administrator at GTE Corporation.	r from the University of San en in his current position since cal Institute, Tucson, Arizona;
3.04	Does the campus list degrees of staff members in the catalog? ☑ Yes ☐ No	

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	If Yes, is appropriate evidence of the degrees on file?						
	⊠ Yes □ No						
3.05	Is there evidence that the campus keeps adequate records to support the following administrative operations? (a) Financial aid activities.						
	(b) Admissions.						
	⊠ Yes □ No						
	(c) Curriculum.						
	⊠ Yes □ No						
	(d) Accreditation and licensure.						
	⊠ Yes □ No						
	(e) Guidance.						
	⊠ Yes □ No						
	(f) Instructional resources.						
	⊠ Yes □ No						
	(g) Supplies and equipment.						
	Yes No (h) The school plant.						
	Yes No						
	(i) Faculty and staff.						
	Yes No						
	(j) Student activities. Yes No						
	(k) Student personnel.						
	⊠ Yes □ No						
3.06	Does the campus admit ability-to-benefit students?						
5.00	Yes No						
	Lifes No						
3.11	Do student files contain evidence of graduation from high school or the equivalent?						
	⊠ Yes □ No						
3.12	Are appropriate transcripts maintained for all students?						
	⊠ Yes □ No						
3.13	Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?						
3.13	Yes No						
3.14	Are student records protected from theft, fire, water damage, or other possible loss?						
	⊠ Yes □ No						
3.15	Does the campus maintain transcripts for all students indefinitely?						
	⊠ Yes □ No						
3.16	Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?						
	⊠ Yes □ No						
COM	MENDATIONS:						

The team was impressed with the campus administration's attitude of "students come first." Students are the most important commodity on campus; their issues, needs, and wishes must come center-forward. The campus administration must be commended for its emphasis on students and their welfare. This student-oriented philosophy is reflected in the positive remarks made by students who were asked about their experience on campus. By focusing on students, the campus is commended for fulfilling the needs and aspirations of students and setting the stage for the establishment of a truly dedicated college community.

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4. RELATIONS WITH STUDENTS

4.01	How many student files were reviewed during the evaluation? Thirty-five student files were reviewed which included 25 active students and 10 drop students. Three of the 25 active students were on Satisfactory Academic Progress (SAP) probation, and two of the drop students had been dismissed for SAP. The campus has had no graduates at the time of the site visit.
4.02	Does the campus ensure that its student relations reflect high ethical standards? ☑ Yes ☐ No
4.03	Does the campus have appropriate admissions criteria? ⊠ Yes □ No
4.04	Does the campus contract with third parties for admissions and recruiting purposes? ☐ Yes ☐ No
4.05	Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)? Yes No
4.06	Does the admissions policy conform to the campus's mission? ☑ Yes ☐ No
4.07	Is the admissions policy publicly stated? ☐ Yes ☐ No
4.08	Is the admissions policy administered as written? ☑ Yes ☐ No
4.09	Does the campus use an enrollment agreement for each enrolled student that : (a) Clearly outlines the financial obligations of both the institution and the student? ☐ Yes ☐ No (b) Outlines all program related tuition and fees? ☐ Yes ☐ No (c) Has a signature of the student and the appropriate school representative? ☐ Yes ☐ No
	Is there evidence that a copy of the agreement has been provided to the student? ✓ Yes ☐ No
4.10	Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications? Ms. Sylvia Astorga serves as the director of recruitment for the campus. Ms. Astorga holds a bachelor's degree in Occupational Education from Wayland Baptist University and an associate's degree in Instructor Technology from Community College of the Air Force.
	Ms. Astorga has served as director of recruitment since March 2012. Prior to that she served as manager of recruitment for ITT for four years. Her additional experience includes 18 years as an Air Force recruiter and recruiter instructor, as well as contract recruiter for an insurance company.
4.11	How is the team able to verify that the recruiting process for new students is ethical and compatible with the educational objectives for the campus?
	The team interviewed students, admissions representatives, the director of recruitment, and the director of finance as well as reviewed active and drop student files (there were no graduates at the time of the visit).

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During interviews, students indicated the recruiting practices of the campus are ethical and reflect the objectives of the programs. They expressed satisfaction with the process and with their understanding of what would be expected of them as students.

A review of student files indicated appropriate records are on file, all students toured the campus prior to enrolling, and all admissions documentation is in order.

All recruiting personnel at the campus undergo a comprehensive training program in which they must complete activities, have those assessed and ultimately become "certified" on the interview presentation; this is documented on an e-Campus transcript in the learning management system. On-going training takes place weekly. Additionally, representatives are observed quarterly by the director of recruitment who sits in on phone calls and prospective student interviews.

4.12	Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?
	(a) Courses and programs.
	⊠ Yes □ No
	(b) Services.
	⊠ Yes □ No
	(c) Tuition.
	⊠ Yes □ No
	(d) Terms.
	⊠ Yes □ No
	(e) Operating policies.
	⊠ Yes □ No
4.13	Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income
	while a student, or as a result of other marketing activity? ☐ Yes ☐ No
4.14	Does the state in which the campus operates require representatives to be licensed or registered?
	⊠ Yes □ No
	If Yes, is evidence of licensure or registration on file?
	⊠ Yes □ No
4.15	Are the titles of recruitment and enrollment personnel appropriate?
	⊠ Yes □ No
4.16	Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging,
	awarding, and disbursement?
4.17	Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?
	⊠ Yes □ No
4.18	Does the campus have written policies and procedures for evaluating and accepting transfer of credit?
	⊠ Yes □ No
4.19	Is there evidence that the campus properly awards transfer of credit?
4.20	Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?
	⊠ Yes □ No
4.21	Has the campus established articulation agreements with other institutions?
	☐ Yes ☐ No
4.24	Is the standards of satisfactory academic progress policy published in the catalog?

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	⊠ Yes	□ No		
	The standar	the page number ds of satisfact 0, 2013 on page	er(s) where the standards of satisfactory academic progress policy is published tory academic progress are published in the ITT Technical Institute catal ges 32-37.	og with a publication date of
4.25			factory academic progress (SAP) policy published in the catalog contain the fol eximum time frame allowed for students to complete a program as 1.5 times t	
	(b) A scheen	dule that design on increment t	gnates the minimum percentage of work that a student must successfully to complete the program within the maximum time frame.	complete at the end of each
	✓ Yes(c) Procedu✓ Yes	☐ No ires for re-esta ☐ No	blishing satisfactory academic progress.	
		ition of the eff wals.	ects of the following on the CGPA and successful course-completion percent	age:
	Incomp Yes	lete grades.		
	⊠ Yes			
	⊠ Yes Non-cre	☐ No edit or remedia		
		ing status.	☐ Not Applicable (campus does not offer) Not Applicable (campus does not one)	
	⊠ Yes	tionary period	Not Applicable (campus does not use)	
	⊠ Yes	eal process. No nded-enrollme		
	Yes	☐ No	™ status. ☑ Not Applicable (campus does not offer) dent changes programs.	
		□ No	☐ Not Applicable (campus only offers one program of study dent seeks to earn an additional credential.	
	✓ YesThe imp✓ Yes	olications of tra	☐ Not Applicable (campus only offers one credential) ansfer credit.	
4.26	Does the car	npus apply its :	SAP standards consistently to all students?	
4.27	Are students ☑ Yes	who are not m	naking satisfactory academic progress properly notified? Not Applicable (no students are in violation of SAP)	
4.28	or shorter?		d of each academic year or at 50% of the normal program length if the program	n is one academic year in length
	⊠ Yes	☐ No		
4.29			d of the second academic year and at the end of each subsequent academic y a scale of 4.0 or its equivalent? Not Applicable (all programs are one year or less)	ear where students must have a
4.30	Are students	who are not m	naking satisfactory academic progress at the end of the second year dismissed? Not Applicable (all programs are less than two years)	

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4.31	Are qualitative and qual ☑ Yes ☐ No	ntitative components evaluated cumulatively for all periods of a student's enrollme	ent?			
4.32	Are students allowed to ☐ Yes ☐ No	remain on financial aid while under warning status? Not Applicable (campus does not participate in financial aid)				
	If <i>Yes</i> , is the student inf ⊠ Yes					
4.33		peals are granted due to mitigating circumstances placed on probation, eligibility g satisfactory academic progress?	for financial aid reinstated and			
4.34	Are students who are circumstances?	placed in an extended-enrollment status denied eligibility for federal financial	aid (unless there are mitigating			
	☐ Yes ☐ No aid)	Not Applicable (campus does not have extended enrollment and/or	does not participate in financial			
4.35	Do credits attempted du ☐ Yes ☐ No	iring the extended-enrollment status count toward the 1.5 times of normal program Not Applicable (campus does not have extended enrollment)	length?			
4.36	For students who have additional financial obl		ne original credential, were any			
4.37	Are students required to ☐ Yes ☐ No	have a minimum CGPA of 2.0 or its equivalent upon graduation from all progran	as?			
4.38	Mr. Ricardo Navejar, a records, and ensuring master's degree in Bus the University of House	the administration of satisfactory academic progress, and what are this person's quademic dean, is responsible for the administration of satisfactory academic progresh student who is not making SAP is advised as to the campus' SAP requiness Administration and a bachelor's degree in Mechanical Technology and Coston. He has served as dean for one and one-half years. Prior to transferring twas a Computer Drafting and Design (CDD) instructor/chair for nine years, a wo years.	gress (SAP), reviewing student irements. Mr. Navejar holds a computer Drafting Design from to the ITT San Antonio (East)			
4.39	Does the campus encou ⊠ Yes □ No	trage and assist students who are experiencing difficulty in progressing satisfactoril	ly in their programs?			
4,40	(a) Scholarships.(b) Grants.(c) Loans.	se any of the following? (Mark all that apply.) s not offer scholarships, grants, and/or loans. (Skip to Question 4.42.)				
	If Yes for any item, does ⊠ Yes	s the campus properly identify all scholarship, grant, and loan programs?				
4,41	Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship and grant program in its catalog? Yes No					
4.42	Are all similarly circum	stanced students who enrolled at the same time and in the same programs charged	the same tuition and fees?			
4,43		arly stated in the catalog?				

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	⊠ Yes □ No	
	If Yes, have students confirmed receiving a copy of the catalog? Yes No No No Applicable	
4.44	Do the financial records of students clearly show the following? (a) Charges. Yes No (b) Dates for the posting of tuition. Yes No (c) Fees. Yes No (d) Other charges. Yes No (e) Payments. Yes No (f) Dates of payment. Yes No (g) The balance after each transaction. Yes No	
4.45	Is the effective date listed on announcements of changes in tuition and fees? Yes	
4.46	Is the campus' refund policy published in the catalog? ☑ Yes ☐ No	
4.47	Is the refund policy fair, equitable, and applicable to all students? ☑ Yes ☐ No	
4.48	Is the campus following its stated refund policy? ☑ Yes ☐ No	
4.49	Does the campus participate in Title IV financial aid? No (Skip to question 4.57) No (Skip to question 4.57)	
4.50	Who is responsible on-site for administering student financial aid, and what are this person's qualifications Mr. Jacob Garcia, director of finance, is responsible for the on-site administration of student financial bachelor's degree in Business Administration from the University of Texas at San Antonio. He has he 2013. Previously, he had served as a financial aid coordinator for ITT for three years, and has held positions for eight years.	ncial aid. Mr. Garcia holds a ld this position since August 5,
4.51	Is the person who determines the amount of student awards <i>not</i> also responsible for disbursing those aw ⊠ Yes □ No	ards?
4,52	Are final student financial aid award determinations made by administrative individuals who are <i>not</i> respo ☐ Yes ☐ No	nsible for recruitment?
4.53	Is the financial aid administrator a member of a state, regional, or national financial aid association and changes in the field? ☐ Yes ☐ No	d up to date on procedures and
4.54	Describe how the financial aid office stays current with regulation and policy changes in financial memberships in professional organizations held by this individual). During the visit, the director of finance registered as a member of the Texas Association of Financial At the time of the visit, Mr. Garcia had held the director of finance position for only six weeks. During four E-courses: "Finance Management 101," "FAC Coaching and Development," "Sexual Harassment and Development," "Sexual Harassment and Development,"	Aid Administrators (TASFFA). ng that time, he participated in

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	Managers," and "Eligible Student Admissions." In his three years as financial aid coordinate other E-courses.	or, Mr. Garcia had particpated in nine		
4.55	Is there evidence that the financial aid administrator regularly participates in professional awarene Yes \square No	ess activities?		
4.56	Does the campus have a written policy that accurately reflects the U.S. Department of Education hour programs and/or clock-to-credit hour programs, including conversion ratios? ☑ Yes ☐ No	on's definition of a credit hour for credit		
4.57	Does the campus provide discounts for cash received in advance of the normal payment schedule ☐ Yes ☐ No	?		
4.58	Describe the student services offered by the campus such as, but not limited to, structured tuto student orientation, etc. The campus holds student orientation sessions each quarter for new students. The sessions are the dean, faculty, and campus managers greet new students and explain program expectations to ensure financial paperwork has been completed, and career services discuss career choices a includes a review of campus policies and expectations including attendance policies, the stugrievance policies, and other general questions.	e held twice on two different dates and Financial aid staff meet with students and trends. The orientation agenda also		
	The campus offers advisement. Students are referred to outside professional agencies for in-depersonnel is available to all student who are failing or performing below expectations and is concenter (LRC). In addition, staff assist students with other issues affecting retention such as trans	ordinated through the learning resource		
4.59	Are follow-up studies on graduate and employer satisfaction conducted at specific measuring campus' graduates? ☐ Yes ☐ No ☐ Not Applicable	points following the placement of the		
	The campus has not had any graduates.			
4.60	Who is the person on staff responsible for the oversight of counseling students on employment equalifications? Although the first graduating class will not complete until February 2014, the position of direc Cidalin Rojas-Nava in August of 2013. Ms. Rojas-Nava holds a bachelor's degree from Tex Justice and an associate's degree from Del Mar College in Criminal Justice. Prior to joining served in a variety of roles with other educational institutions including director of career serv six years, and as an instructor of cosmetology for two years.	tor of career services was filled by Ms. as A&M - Corpus Christi in Criminal ITT in August 2013, Ms. Rojas-Nava		
4.61	Does the campus offer employment assistance to all students? Yes No No Applicable (campus enrolls only international students of	on a student visa)		
4.62	Does the campus use placement percentages or salary projections as part of its recruiting activities? ☐ Yes ☐ No			
4.63	The beginning enrollment on the most current Campus Accountability Report (CAR) is 6 The ending enrollment reported on the previous year's CAR is 6			
4.64	Was the team able to verify the retention rate for the campus and for each program as reported (CAR) last submitted to the Council? ⊠ Yes □ No □ Not Applicable	d on the Campus Accountability Report		
4.65	Are students who receive financial aid counseled concerning their student loan repayment obligat ☐ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid			
1.66	Describe the measure the second officer to mean that at death are some 1. I are second of the second	edant lean neuconaut chlimatia		

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The campus utilizes SmartForms for entrance counseling and provides each student with copies of their cost summary and a "Payment Addendum to Enrollment Agreement" (CSPA) which specifies financial obligations for the academic year (three academic quarters). A new CSPA is created each academic year and reviewed with the student by a financial aid coordinator. When students graduate, drop or are dropped by the campus, an exit interview is conducted or mailed to the students outlining their responsibilities for loans. Students are given a debt management guide, deferment eligibility chart, and a repayment estimator chart to assist in making decisions about their student loans. Contact numbers and e-mail addresses of lending institutions and other important offices are provided to students for possible future use. If the student is unavailable for an appointment, exit interview documents are sent by certified mail.

4.67 Describe the extracurricular activities of the campus (if applicable).

Extracurricular activities of the campus include the following; student appreciation grills; field trips; awards ceremonies honoring attendance and grades; and a number of major-affiliated honor societies and associations.

5. EDUCATIONAL ACTIVITIES

No

X Yes

5.01	Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws? ☑ Yes ☐ No
5.02	Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications? Mr. Ricardo Navejar, academic dean, oversees all of the educational activities. As previously noted, Mr. Navejar holds a bachelor's degree in Mechanical Technology - Computer Drafting and Design and a master's degree in Business Administration, both from the University of Houston. He has been with ITT Technical Institute since June 1999; first as an instructor, then as a department chair and has been the academic dean since April 2012.
5.03	Does this person have appropriate academic or experiential qualifications? ☑ Yes ☐ No
5.04	Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs. There is a constant flow of program development from the corporate office to the campus' administrative team. The campus academic dean, supported by subject matter experts, faculty and staff, is ultimately responsible for the development, administration and the academic integrity of the programs offered at the campus. The dean and faculty participate in faculty meetings, professional development plans, and in-service trainings. In addition, the campus has a signed job description detailing duties and responsibilities of faculty in matters of academic governance.
5.05	Is the time devoted to the administration of the educational programs sufficient? ☐ Yes ☐ No
5.06	Is there a published policy on the responsibility and authority of faculty in academic governance? ☑ Yes ☐ No
5.07	Does the policy, at a minimum, address the role of the faculty in the following areas? (a) Development of the educational program. Yes

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5.08	Is there evidence that this policy has been adopted and faculty members are aware of it? ☑ Yes ☐ No	
5.09	Does the campus have any programs that require specialized programmatic accreditation to obtain entry-by the state in which the campus is approved? Yes No	evel employment or licensure
5,11	Was the team able to verify the backup documentation to support the placement rate for the program(s) that as reported on the last Campus Accountability Report submitted to the Council? Yes No Not Applicable	hold specialized accreditation
5,12	Was documentation on file to verify graduates classified on the CAR as "not available for placement"? ☐ Yes ☐ No ☒ Not Applicable	
5.13	Are the educational programs consistent with the campus' mission and the needs of its students? ☑ Yes ☐ No	
5.14	Do the formation of policies and the design of educational programs involve students, graduates, adminterested parties such as advisory committees? ☑ Yes ☐ No	inistrators, faculty, and other
5.15	What provisions are made for individual differences among students? Provisions are made for students with individual differences and/or special needs through following An (ADA) requirements and through flexibility in the organization and administration of instruction. Students special assistance provided appropriate documentation is disclosed and presented to the consideration.	lents with special needs may
	Faculty members are encouraged to use a variety of teaching styles and methods to accommodate individual differences. The campus provides early intervention by academic personnel by offering students who need assistance with their programs of study. Faculty members encourage all accelerated projects and to assist fellow students when possible.	tutoring and mentoring for
	All theory and lab classrooms have LCD projectors with DVD playing capabilities. The campus opened classrooms with new furniture and computers in well-lighted and clean classrooms which encourages classroom instruction.	
5.16	Describe the system in place to evaluate, revise, and make changes to the curriculum. The corporate-driven curriculum has a systematic process of curricula evaluation, revision and change. C with national chairs who specialize in a particular industry or area of expertise for each program of study of may also submit suggested changes and additions to syllabi and course learning resources to the dean for im-	offered at the campus. Faculty
5,17	Does the faculty participate in this process? ☑ Yes ☐ No	
5.18	Is credit appropriately converted in relation to total student contact hours in each class? ∑ Yes □ No	
5.19	If the campus awards academic credit to students who demonstrate subject competency based on academ experiences, is there an established systematic method for evaluating and awarding academic credit to when the systematic method for evaluating and awarding academic credit to when the systematic method for evaluating and awarding academic credit to when the systematic method for evaluating and awarding academic credit to when the systematic method for evaluating and awarding academic credit to when the systematic method for evaluating and awarding academic credit to when the systematic method for evaluating and awarding academic credit to when the systematic method for evaluating and awarding academic credit to when the systematic method for evaluating and awarding academic credit to when the systematic method for evaluating and awarding academic credit to when the systematic method for evaluating and awarding academic credit to when the systematic method for evaluating and awarding academic credit to when the systematic method for evaluating and awarding academic credit to when the systematic method for evaluating and awarding academic credit to when the systematic method for evaluating academic credit to when the systematic method for evaluating academic credit to when the systematic method for evaluating academic credit to when the systematic method for evaluating academic credit to the systematic method for evaluating academic credit to when the systematic method for evaluating academic credit to when the systematic method for evaluating academic credit to when the systematic method for evaluating academic credit to when the systematic method for evaluating academic credit to when the systematic method for evaluating academic credit to when the systematic method for evaluating academic credit to when the systematic method for evaluating academic credit to when the systematic method for evaluating academic credit to the systematic method for evaluating academic credit to the systematic method for evaluating a	
5.20	Are courses and breaks scheduled appropriately, given the students' academic background and the coursewo ☐ Yes ☐ No	ork involved?
5,21	Are the following appropriate to adequately support the number and nature of the general education programs are offered with no general education courses, skip to 5.22)	courses? (If only nondegree

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	(a) Facilities	□ No			
5.22	Does the cam Yes	us provide an environment	t for its faculty that is con	ducive to effective classroom i	nstruction?
5.23	Are the quant Yes	y and type of instructional No	materials and equipment	proportionate to the size of the	e campus and types of programs?
5.24		team's observation of the campus in compliance with No			s and faculty, and a review of software
5.25	Are official tr ⊠ Yes	nscripts for all qualifying c	credentials and for those c	redentials listed in the catalog	on file for all instructors?
5.26	translated into	English and evaluated by Credential Evaluation Se the United States?	a member of the Association (NACES) to determine a member of the Association (NACES) to determine the member of the Association (NACES) to determine the Associ	ciation of International Crede	ed States Department of Education been ntial Evaluators (AICE) or the National e credentials to credentials awarded by
5.27	Is there docur	ented evidence of a system No	natic program of in-servic	training at the campus?	
	The team ver			service training and profession to enhance faculty expertise.	onal growth activities through team-led
5.28		ce that appropriate faculty eted activities listed on the		peen developed and implemen	ted annually, including documentation to
5.29	Is there evide	ce that full-time and part-ti	me instructors participate	in regularly scheduled faculty	meetings?
5.30	Is there an ac programs?	equate core of full- and/or	part-time faculty to assu	re sound direction and contin	nuity of development for the educational
5.31	Does the insti	ution utilize contracts and/o	or agreements with other	nstitutions or entities?	
5.34	Are instructo Criteria? ☑ Yes	s teaching general education	on courses assigned in k	eping with the minimum req	uirements as stated in the Accreditation
5.35			f 15 semester, 22.5 quarto	er hours, or their equivalent in	general education courses?

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5.36	Do the programs' general education courses meet Council standards in that the courses place emphasis practical applications associated with a particular occupation? Yes No	on principles and theory not on
5.37	Are at least one-half of all courses that are part of each associate's degree program taught by faculty degrees, professional degrees, or bachelor's degrees plus professional certification? ☑ Yes ☐ No	members who have graduate
The te	ERAL COMMENTS: cam observed a very dedicated faculty and an energetic and engaged student population. The academic de extremely excited about all programs of study and specifically, the success of their students.	an, faculty members, and staff
6. 1	EDUCATIONAL FACILITIES	
6.01	Describe the physical facility of the campus (include details such as campus location, square footage, situation and any other pertinent information). The campus, located off interstate 410, contains 20,378 square feet consisting of theory classrooms, labora library, and bookstore. The parking area is large enough to meet the maximum capacity of 440 studer compliance with ADA as well as other federal, state, and local ordinances and regulations. Works recruitment, career services, and academic affairs exist along with a student lounge, testing rooms, comput a learning resource center. The facility is clean and environmentally pleasing; it meets the needs of student	atories, administrative offices, a nts and staff. The facility is in ing environments for finance, ter labs, theory classrooms, and
6.02	Does the campus utilize any additional space locations? ☐ Yes ☐ No	
6.03	Does the campus utilize campus additions? ☐ Yes	
6.04	Are all facilities (including additional space and campus additions) appropriate for the size of the studer offered? ☑ Yes ☐ No	nt population and the programs
6.05	Are the following appropriate to support the student population and the programs offered at all locations campus additions)? (a) Equipment Yes No (b) Instructional tools Yes No (c) Machinery Yes No	(including additional space and
6.06	Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation Yes No Not Applicable	1 regulations?
7. 1	PUBLICATIONS	
7.01	What catalog was used during the evaluation (please include the year, number, and volume if appropriate). The catalog used for the evaluation visit is the ITT Technical Institute, San Antonio (NE LOOP 410), Ter 9, published on September 10, 2013.	
7.02	Does the self-study or additional location application part II accurately portray the campus? ☐ Yes ☐ No	

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- 02		1
7.03	Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled st ☐ Yes ☐ No	udents?
7.04	Does the catalog contain the following items?	
	(a) A table of contents and/or an index.	
	⊠ Yes □ No	
	(b) An indication of the year or years for which the catalog is effective on the front page or cover page.	
	⊠ Yes □ No	
	(c) The names and titles of the administrators. ☐ Yes ☐ No	
	 ✓ Yes ✓ No (d) A statement of legal control which includes the names of trustees, directors, and officers of the corp. 	oration
	Yes No	oration.
	(e) A statement of accreditation	
	Yes No Not Applicable (initial applicant)	
	(f) A mission statement.	
	⊠ Yes □ No	and the standards and the second
	(g) A listing of full-time faculty members which lists all qualifying credentials held along with the aw	arding institution and the area of
	teaching specialization. ⊠ Yes □ No	
	(h) An academic calendar.	
	Yes No	
	(i) A full disclosure of the admission requirements.	
	⊠ Yes □ No	
	(j) A statement for each curriculum offered that includes a statement of objective or purpose; an acc courses in the curriculum with a unique identifying number and title, the credit or clock hours a hours required to complete the curriculum; any necessary requirements for certification, licensing, the field; and any additional requirements that must be met to complete the curriculum.	warded; the total credit or clock
	Yes \sum No	
	(k) A description of each course offered that includes the identifying number, title, credit or clock hou	rs awarded, a concise description
	of the course contents, and any necessary prerequisites.	
	⊠ Yes □ No	
	(I) An explanation of the grading system that is consistent with the one that appears on the student trans	script.
	⊠ Yes □ No	
	(m) A definition of the unit of credit.	
	Yes No Not Applicable (The campus does not award credit)	
	(n) A complete explanation of the standards of satisfactory academic progress.	
	 ✓ Yes □ No (o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of 	the requirements necessary for
	completion of each. ⊠ Yes □ No	
	(p) The transfer of credit policy.	
	Yes \sum No	
	(q) A statement of the tuition, fees, and any other charges.	
	⊠ Yes □ No	
	(r) A complete and accurate listing of all scholarships, grants, and/or loans offered.	
	(s) The refund policy.	
	⊠ Yes □ No	
	(t) A statement describing the student services offered.	
	Yes No	dless Is to see dis Free 1993
	(u) A student grievance policy that includes the name and address of ACICS (may be in the student han ☑ Yes ☐ No ☐ Not Applicable (initial applicants only)	abook instead of catalog).
7.05	Does the campus offer degree programs?	
	⊠ Yes □ No	

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	If <i>Yes</i> , does the catalog contain the following? (a) An explanation of the course numbering system (for all levels). ✓ Yes ✓ No
	(b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and bachelor's degrees only). ☐ Yes ☐ No
	(c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only). Yes No
	 (d) Identification of courses that satisfy the upper-division (for bachelor's degrees only). ✓ Yes
7.06	Does the campus offer courses and/or programs via distance education? ☐ Yes ☐ No
7.07	Does the catalog contain an addendum/supplement? ☐ Yes ☐ No
7.08	Is the catalog available online? ☑ Yes ☐ No
	If Yes, does it match the hard copy version? ☑ Yes ☐ No
7.09	Does the campus utilize a multiple-school catalog? ☐ Yes ☐ No
7.10	Is all advertising and promotional literature, through any type of media (social media, website, newspapers, etc.), truthful and dignified? Yes \sum No
7.11	Is the correct name of the campus listed in all advertising, web postings and promotional literature? ☐ Yes ☐ No
7.12	Where does the campus advertise (publications, online, etc.)? The campus advertises through television advertisements, brochures, mailers, flyers, and online through its website and banner advertisements.
	Are all print and electronic advertisements under acceptable headings? ☑ Yes ☐ No
7.13	Does the campus use endorsements, commendations, or recommendations in its advertising? Yes No
	If <i>Yes</i> , is there evidence that prior written consent was obtained and that all representations are factual and portraying current conditions? Yes
7.14	Does the campus utilize services funded by third parties? ☐ Yes ☑ No
7.15	Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or salary for graduates? Yes No
716	Is the phrase "for those who qualify" properly referenced in all advertising that mentions financial aid?
7.16	Yes No Not Applicable (campus does not participate in financial aid)

8.06

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7.17	What institutional performance information does the campus routinely provide to the public? The campus routinely publishes occupational codes for all of its programs, on-time graduation loan debt. It should be noted that the information presented is an aggregate for all ITT T Inadianapolis main campus which includes the San Antonio additional location.	
	Where is this information published and how frequently is this information being updated? The information is published on the institution's website and is updated annually.	
8. 1	LIBRARY, INSTRUCTIONAL RESOURCES, AND TEC	CHNOLOGY
8,01	Does the campus develop an adequate base of library resources? ☑ Yes ☐ No	
8.02	Does the campus ensure access of library resources to all faculty and students, including students \boxtimes Yes \square No	at nonmain campuses?
8.03	Does the campus provide training and support to faculty and students in utilizing library resourcess? ☑ Yes ☐ No	urces as an integral part of the learning
8.04	Are adequate staff provided to support the development, organization of the collection, and acc ⊠ Yes □ No	ess of library resources?
8.05	Describe how the campus develops continuous assessment strategies for resources and information. The campus library is supported by corporate personnel to ensure the level of library resource programs offered at the campus. The learning resource center (LRC) coordinator is constant faculty, and lead instructors in the development and utilization of an adequate base of library strategy for library resources and adequate staff, and in providing training for faculty and students.	rces needed is provided in relation to tly seeking information from students, resources, in a continuous assessment
	Are these methods appropriate? ☑ Yes ☐ No	

Is the library staff adequately trained to support the library? \boxtimes Yes \square No

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8.07	Is the campus' established annual budget appropriate to the size and scope of the campus and tallocation appropriately expended for the purchase of books, periodicals, library equipment, a materials?	
	⊠ Yes □ No	
8.08	What is the amount of the current year's library budget excluding personnel allocations? The current year's library budget is \$2,087 or .1% of tuition revenue in addition to the use of the corpor	ate-managed virtual library.
8.09	What portion of the current year's library budget has been spent and how has the money been allocated At the time of the visit, the campus has spent \$375 or 18% of the budget for periodical, library engineering materials.	
8.10	Is there evidence that the faculty have major involvement in the selection of library resources? \boxtimes Yes \square No	
8.11	Are the library hours adequate to accommodate the needs of all students? ☑ Yes ☐ No	
8.12	Describe how the faculty inspire, motivate, and direct student usage of the library resources? All first quarter students are introduced to the LRC and the virtual library through classroom visits a LRC. All faculty members are required to participate in tutoring logistics of the virtual library to from the use of the virtual library. Faculty members are required to create a virtual library assignments.	ensure how students can benefit
	Are these methods appropriate? ⊠ Yes □ No	
8.13	Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organ ⊠ Yes □ No	tize the library materials?
8.14	Are records of physical and/or online resources and circulation accurate and up to date? ∑ Yes ☐ No	
8.15	If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and a evidence of student use documented? Yes No Not Applicable (no interlibrary agreements)	accessibility to the students, and is
8.16	Describe any full-text online collections available to students. The library offers full-text online support for all of the programs offered by the campus through physical collections. Full-text library materials and services are available at times consistent with both day and evening programs including EBSCOHost, Gale, Books 24/7, and Ebrary. The library periodical database full-text articles on topics in the arts, sciences, social sciences, humanities, and materials are serviced as a science of the control of the arts.	the typical student's schedule in ary provides a variety of online
8.17	Are the library physical holdings and /or full-text online collections up to date and adequate for the s of and enrollment in its educational programs? ☑ Yes ☐ No	size of the campus and the breadth
8.18	Does the library collection include holdings in the humanities, arts, social sciences, and sciences, incl ☐ Yes ☐ No	luding mathematics?
8.19	Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site? The campus has two full-time library assistants, Ms. Nancy Castro and Ms. Courtney Parker. Ms. C. Business and an associate's degree in Behavioral Sciences from Concordia University in San experience as a banker. Ms. Parker holds a bachelor's degree in English from Texas State University of experience as a library technician and assistant. The assistants are members of the Texas Library on-site library hours which are 9 a.m. until 9 p.m. on Monday through Friday and 9 a.m. until 2 p.m.	astro holds a bachelor's degree in Antonio, and has four years of in San Marcos and has five years Association. The assistants share

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	Does this individual: (a) Supervise and manage the library and instructional resources? ✓ Yes ✓ No
	(b) Facilitate the integration of instructional resources into all phases of the campus's curricular and educational offerings? ∑ Yes □ No (c) Assist students in the use of instructional resources?
	Yes No
8.20	Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources? ☑ Yes ☐ No
8.21	Have library staff transcripts from campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States?
	Yes No Not Applicable (staff do not hold foreign credentials)
8.22	Is documentation on file to reflect the librarian's participation in professional growth activities? ☑ Yes ☐ No
8.23	Are the hours the library is open adequate to accommodate the needs of all students? Yes No
8.24	Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning? Yes No
9.	PROGRAM EVALUATION
	Academic Associate's Degree in Drafting and Design Technology
9,01	Is licensure, certification or registration required to practice in the specific career field? ☐ Yes ☐ No
9.02	Who is assigned to administer the academic program(s), and what are this person's qualifications? Mr. Ricardo Navejar, academic dean, administers the program. As previously noted, Mr. Navejar holds a bachelor's degree in Mechanical Technology - Computer Drafting and Design and a master's degree in Business Administration, both from the University of Houston. He has been with ITT Technical Institute since June 1999; first as an instructor, then as a department chair and has been the academic dean since April 2012.
9.03	Does this individual possess appropriate academic or experiential qualifications? ☐ Yes ☐ No
9.04	Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)? Yes \text{No}
9.05	Are the time and resources devoted to the administration of the educational program(s) sufficient? ☐ No
9.06	Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas: (a) Student retention rate of 62%? Yes Not Applicable (Additional Location Inclusion only)
	El 140 El 140 El 140 Applicable (Additional Ecoadion metasion only)

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	(b) Student placement rate of 58%? ☐ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)	
9.07	List the community resources and describe how they are utilized to enrich the program(s). Three field trips and two guest speakers, which are described below, have been provided to enrich program.	ch the Drafting and Design Technology
	A field trip was taken to the U.S. Army Corps of Engineers where students were exposed to cons to CDS Muery Engineers and Surveyors students observed the use of Computer Aided Design (Civil engineering, surveying, 3D laser scanning and mapping services. In April 2013, a visit wa Transplant Hospital in San Antonio where students toured the facilities and reviewed reports fror analyzing indoor air quality and other hospital system requirements. All field trips are documented by the student and faculty participants.	CAD) by this consulting firm that offers as taken to the Methodist Specialty and in the Environmental Protection Agency
	Documentation of presentations given by the following guest speakers is on file: architect Billy presented examples of his work and how he applies different sketching and drawing technique Montanez, a CAD Manager operator, who spoke about his work experience to the students.	
9.08	Is the utilization of community resources sufficient to enrich the program? ☑ Yes ☐ No	
9.09	Does the curriculum evidence a well-organized sequence of appropriate subjects leading to a credential, or both? ☑ Yes ☐ No	n occupational objective, an academic
9.10	Does the catalog and/or other advertising material such as brochures and web site, accurately desc ⊠ Yes □ No	ribe the program and its objectives?
9.11	For programs that include practica, externships, or internships, does the institution have a writt outlines the arrangement between the institution and the practicum site, including specific lea and evaluation criteria? Yes No Not Applicable (these elements are not part of the program them)	rning objectives, course requirements,
9.12	Does the program use independent studies? ☐ Yes No	
9.14	Are the curriculum and length of the program appropriate to meet the educational and placement of Yes No	objectives of the program?
9.15	Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi ☑ Yes ☐ No	, and are they being followed?
9.16	Is an appropriately detailed syllabus on file for each course that includes: (a) Title and course descriptions Yes No (b) Course numbers Yes No (c) Course prerequisites and/or corequisites Yes No (d) Instructional contact hours/credits Yes No (e) Learning objectives Yes No (f) Instructional materials and references	

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	⊠ Yes □ No	
	(g) Topical outline of the course	
	⊠ Yes □ No	
	(h) Instructional methods	
	⊠ Yes □ No	
	(i) Assessment criteria	
	⊠ Yes □ No	
	(j) Method of evaluating students	
	⊠ Yes □ No	
	(k) Date the syllabus was last reviewed	
	⊠ Yes □ No	
	For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-cred	it hour programs only
	(l) Out-of-class work assignments that support the learning objectives for the course	in nour programs only.
	Yes No No Applicable (Additional Location Inclusion)	
		State of Processing
	(m) A description of the minimum amount of time a student is expected to spend on completion of the v	vork assignments
	☐ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)	
9.17	Do students confirm that they receive a course syllabus and that it is followed?	
2.17	Yes No	
	⊠ Tes □ No	
9.18	Are the courses available when needed by the student in the normal pursuit of a program of study?	
2.10	Yes No	
	Z res Z no	
9.19	Was the team able to verify the backup documentation to support the placement rate for the program(s	as reported on the last Compus
9.19	Accountability Report submitted to the Council?	s) as reported on the last Campus
	Yes No Not Applicable (there have been no graduates)	
	H	
	How many calls to employers or graduates were attempted?	
	N/A	
	Transcription (C.19)	
	How many calls to employers or graduates were successful?	
	N/A	
		vá M
	How many of the successful contacts confirmed the employment of the graduate as reported on the CAF	C? Please explain any discrepancy
	between the number of successful contacts and confirmations.	
	N/A	
9.20	Was documentation on file to verify graduates classified on the CAR as "not available for placement"?	
	☐ Yes ☐ No ☐ Not Applicable	
9.24	Are the following appropriate to adequately support the number and nature of the program?	
	(a) Facilities.	
	⊠ Yes □ No	
	(b) Instructional equipment.	
	⊠ Yes □ No	
	(c) Resources,	
	⊠ Yes □ No	
	(d) Personnel.	
	⊠ Yes □ No	
9.25	Are the following elements appropriately incorporated into the instructional components of the program	7
	(a) Systematic planning.	
	Yes □ No	
	(b) Well-defined instructional objectives.	
	⊠ Yes □ No	

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	(c) The selection and u	ise of appropriate and current learning materials.	
	⊠Yes □ No		
		of instructional delivery.	
	⊠ Yes □ No	or management.	
		iate assessment strategies.	
	Yes No	ate discissificial strategies.	
	(f) The use of appropri	ista avparianaas	
	Yes No	ate experiences.	
	⊠ res □ No		
9.27		ers' qualifications meet the minimum requirements outlined in the Accrea cally and experientially appropriate to the subject matter they teach and the leve	
9.28	Is the size of the faculty	y appropriate to the total student enrollment?	
9.20	Yes No	appropriate to the total student enforment:	
	⊠ res □ No		
9,29	Is an adequate core of f	full- and part-time faculty employed to ensure sound direction and continuity of	development for the program?
	⊠ Yes □ No		The state of the state of the state of
9.30	Are teaching loads reason	oneble?	
9.30	Yes No	madie:	
	△ Yes ☐ No		
9.38	Is the number of hours	required to complete the program at least 60 semester hours, 90 quarter hours,	or their equivalent, earned over
2.20		ers, six quarters, or the equivalent?	or men equivalent, carned over
	Yes No	ors, six quarters, or the equivalent.	
	Z 103		
9.39	Is there a minimum of :	30 semester hours, 45 quarter hours, or their equivalent in courses within the are	ea of concentration?
	⊠ Yes □ No		
Q. 75			Course in the second second
9.40		quantitatively and qualitatively approximate the standards at other collegiate	institutions offering the same
	degree?		
	⊠ Yes □ No		
9.41	Is annallment in the sec	ond academic year of the two-year program sufficient to support regularly sche	dulad classes?
2,71	Yes No	Not Applicable (no students in the second year)	dured classes?
	L res L no	Mot Applicable (no students in the second year)	
9.42	Are the second-year co	urses based upon appropriate first-year prerequisites?	
1,100	Yes No	Not applicable	
	0-7	3	
9.	PROGRAM EV	ALHATION	
	Academic Associates	Degree in Electrical Engineering Technology	
9.01	Is licensure, certification	n or registration required to practice in the specific career field?	
	Yes No	AND	

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VER. S	September 1, 2013 ACICS INITIA	L, REEVALUATION, OR ADDITIONAL LOCATION INCLUSION REPORT	Page 26 of 39
9.02	Mr. Ricardo Navejar, acade Mechanical Technology - C	er the academic program(s), and what are this person's qualifications? mic dean since April 2012, administrates the program. As previously noted, omputer Drafting and Design and a master's degree in Business Administrate as an instructor and department chair.	
		subject-matter expert, Mr. Robert McCullar. Mr. McCullar holds an assum ITT Technical Institute in San Antonio, Texas and a bachelor's degree in in San Antonio, Texas.	
9.03	Does this individual possess ☑ Yes ☐ No	appropriate academic or experiential qualifications?	
9.04	Is there evidence that the preducational program(s)? ☐ Yes ☐ No	ogram administrator has sufficient authority and responsibility for the develo	pment and administration of the
9.05	Are the time and resources o ☐ Yes ☐ No	levoted to the administration of the educational program(s) sufficient?	
9.06	Does the program meet the meet or exceed- the standard (a) Student retention rate o Yes No (b) Student placement rate Yes No	f 62%? ☑ Not Applicable (Additional Location Inclusion only)	nt achievement outcomes which
9.07	The following community r 2013, where students observ	es and describe how they are utilized to enrich the program(s). esources have been used to enrich the program: a field trip to Southwest Re yed practical work in electronics; and a guest speaker, Sergeant Shaun D. Can Professional class on November 26, 2012, on the topic of "Interview for Succ	field, who spoke to the GS1145
9.08	Is the utilization of commun ☐ Yes ☐ No	ity resources sufficient to enrich the program?	
	If No. insert the section num	ber in parentheses and explain:	
	(Section 3-1-512(c)): There was held and one general to program. The self-study su program development and Section 5.8.1 of the self-stud was provided a general age show an advisory committee.	e are not sufficient community resources utilized to enrich the program. While opic was presented by a guest speaker, this limited use of community resources bmitted by the campus mentions the importance of an advisory committed revision, student placement, selection of learning materials and recruitment ly states advisory committees are "being formed and will meet during the Jun inda for a proposed meeting date of October 24, 2013, the team was not program formed. In addition, the campus provided no evidence of schedul liby this program in the future.	rces is insufficient to enrich the ee as a community resource in of faculty and guest speakers. e 2013 quarter." While the team wided with specific evidence to
9.09	Does the curriculum evide credential, or both? ☑ Yes ☐ No	nce a well-organized sequence of appropriate subjects leading to an occup	national objective, an academic
9.10	Does the catalog and/or othe ☐ Yes ☐ No	er advertising material such as brochures and web site, accurately describe the	program and its objectives?
9.11		practica, externships, or internships, does the institution have a written and etween the institution and the practicum site, including specific learning or	
	Yes No them)	Not Applicable (these elements are not part of the program or no st	udent is at the point of needing
9.12	Does the program use indep	endent studies?	

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	☐ Yes	⊠ No	
9-14	Are the curr	riculum and length of the program appropriate to meet the educational and placemer No	nt objectives of the program?
9.15	Are course ⊠ Yes	prerequisites appropriate, are they identified in the catalog and on the course sylla No	abi, and are they being followed?
9.16	(a) Title an Yes (b) Course Yes (c) Course Yes (d) Instruc Yes (e) Learnin Yes (f) Instruc Yes (g) Topica Yes (h) Instruc Yes (i) Assess Yes (j) Method Yes (k) Date th Yes For Title II (l) Out-of-	priately detailed syllabus on file for each course that includes: No	
9.17	Do students ⊠ Yes	s confirm that they receive a course syllabus and that it is followed?	
9.18	Are the cou	irses available when needed by the student in the normal pursuit of a program of st	tudy?
9.19	Accountabi Yes How many N/A How many N/A How many	am able to verify the backup documentation to support the placement rate for the partial submitted to the Council? No Not Applicable (there have been no graduates) calls to employers or graduates were attempted? calls to employers or graduates were successful? of the successful contacts confirmed the employment of the graduate as reported on a number of successful contacts and confirmations.	

VER. S	September 1, 2013 ACICS INITIAL, REEVALUATION, OR ADDITIONAL LOCAT	TION INCLUSION REPORT Page 28 of 39
9.20	Was documentation on file to verify graduates classified on the CAR a ☐ Yes ☐ No ☐ Not Applicable	s "not available for placement"?
9.24	Are the following appropriate to adequately support the number and na (a) Facilities. Yes No (b) Instructional equipment. Yes No (c) Resources. Yes No (d) Personnel. Yes No	ature of the program?
9,25	Are the following elements appropriately incorporated into the instruct (a) Systematic planning. Yes No (b) Well-defined instructional objectives. Yes No (c) The selection and use of appropriate and current learning materials Yes No (d) Appropriate modes of instructional delivery. Yes No (e) The use of appropriate assessment strategies. Yes No (f) The use of appropriate experiences. Yes No	
9.27	Do the faculty members' qualifications meet the minimum requipmentally academically and experientially appropriate to the subject Yes No	
9.28	Is the size of the faculty appropriate to the total student enrollment? Yes	
9.29	Is an adequate core of full- and part-time faculty employed to ensure \boxtimes Yes \square No	sound direction and continuity of development for the program?
9,30	Are teaching loads reasonable? ☑ Yes ☐ No	
9.38	Is the number of hours required to complete the program at least 60 s a period of four semesters, six quarters, or the equivalent? Yes No	semester hours, 90 quarter hours, or their equivalent, earned over
9.39	Is there a minimum of 30 semester hours, 45 quarter hours, or their ed ✓ Yes	quivalent in courses within the area of concentration?
9.40	Does the curriculum quantitatively and qualitatively approximate degree? ☑ Yes ☐ No	the standards at other collegiate institutions offering the same
9.41	Is enrollment in the second academic year of the two-year program so Yes No Not Applicable (no students in the	
9.42	Are the second-year courses based upon appropriate first-year prereq ☐ Yes ☐ No ☐ Not applicable	uisites?

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COMMENDATIONS:

All of the students interviewed by the team expressed great satisfaction with the instructors, administration, their program, and the campus in general.

9. PROGRAM EVALUATION

Academic Associates Degree in Network Systems Administration

or other resources to be utilized by this program in the future.

9.01	Is licensure, certification or registration required to practice in the specific career field? ☐ Yes ☐ No
9.02	Who is assigned to administer the academic program(s), and what are this person's qualifications? Mr. Ricardo Navejar, academic dean since April 2012, administrates the program. As previously noted, he holds a bachelor's degree in Mechanical Technology - Computer Drafting and Design and a master's degree in Business Administration both from the University of Houston; and has instructor and department chair experience.
	Mr. Navejar is assisted by subject-matter expert, Mr. Mario Martinez. Mr. Martinez holds a bachelor's degree in Composite from Texas A&M University; an associate's degree in Computer Technology from Laredo Community College in Laredo, Texas; and is CompTIA A+ and Network+ certified.
9.03	Does this individual possess appropriate academic or experiential qualifications? ☑ Yes ☐ No
9.04	Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)? Yes No
9.05	Are the time and resources devoted to the administration of the educational program(s) sufficient? ☐ Yes ☐ No
9.06	Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas: (a) Student retention rate of 62%? Yes No Not Applicable (Additional Location Inclusion only) (b) Student placement rate of 58%? Yes No Not Applicable (Additional Location Inclusion only)
9.07	List the community resources and describe how they are utilized to enrich the program(s). The following community resources have been used to enrich the program: a field trip was taken to Randolph-Brooks Federal Credit Union on October 17, 2012, where students observed the credit union's working data center; and a guest speaker, Sergeant Shaun D. Canfield spoke to the GS1145 Strategies for the Technical Professional class on November 12, 2012, on the topic of "Interview for Success."
9.08	Is the utilization of community resources sufficient to enrich the program? ☐ Yes ☐ No
	(Section 3-1-512(c)): There are not sufficient community resources utilized to enrich the program. While one program-specific field trip was held and one general topic was presented by a guest speaker, this limited use of community resources is insufficient to enrich the program. The self study submitted by the campus mentions the importance of an advisory committee as a community resource in

program development and revision, student placement, selection of learning materials and recruitment of faculty and guest speakers. Section 5.8.1 of the self-study states advisory committees are "being formed and and will meet during the June 2013 quarter." While the team was provided a general agenda for a proposed meeting date of October 24, 2013, the team was not provided with specific evidence to show an advisory committee was being formed. In addition, the campus provided no evidence of scheduled field trips, guest speakers,

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9.09	Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational object credential, or both? ☑ Yes ☐ No	ive, an academic
9.10	Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and i ☑ Yes ☐ No	ts objectives?
9.11	For programs that include practica, externships, or internships, does the institution have a written and mutually signed outlines the arrangement between the institution and the practicum site, including specific learning objectives, courand evaluation criteria? Yes Not Applicable (these elements are not part of the program or no student is at the them)	rse requirements,
9.12	Does the program use independent studies? ☐ Yes ☐ No	
9.14	Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program Yes No	am?
9.15	Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being fo ☐ Yes ☐ No	ollowed?
9.16	⊠ Yes □ No	
9.17	Do students confirm that they receive a course syllabus and that it is followed? Yes No	
9.18	Are the courses available when needed by the student in the normal pursuit of a program of study? Yes \sum \text{No}	

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9.19	Was the team able to verify the backup documentation to support the placement rate for the program Accountability Report submitted to the Council?	n(s) as reported on the last Campus
	Yes No Not Applicable (there have been no graduates)	
	How many calls to employers or graduates were attempted? N/A	
	How many calls to employers or graduates were successful? N/A	
	How many of the successful contacts confirmed the employment of the graduate as reported on the Contacts and confirmations. N/A	AR? Please explain any discrepancy
9,20	Was documentation on file to verify graduates classified on the CAR as "not available for placement" ☐ Yes ☐ No ☒ Not Applicable	7
9.24	Are the following appropriate to adequately support the number and nature of the program? (a) Facilities. ☐ Yes ☐ No	
	(b) Instructional equipment. ☐ Yes ☐ No (c) Resources. ☐ Yes ☐ No (d) Personnel. ☐ Yes ☐ No	
9.25	Are the following elements appropriately incorporated into the instructional components of the progra (a) Systematic planning. Yes No (b) Well-defined instructional objectives. Yes No	m?
	(c) The selection and use of appropriate and current learning materials.	
	 (d) Appropriate modes of instructional delivery. ∑ Yes	
	 Yes □ No (f) The use of appropriate experiences. Yes □ No 	
9.27	Do the faculty members' qualifications meet the minimum requirements outlined in the Acce qualifications academically and experientially appropriate to the subject matter they teach and the le \(\subseteq \text{Yes} \) \(\subseteq \text{No} \)	
9.28	Is the size of the faculty appropriate to the total student enrollment? ☑ Yes ☐ No	
9.29	Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity Yes \[\sum No \]	of development for the program?
9.30	Are teaching loads reasonable? ☑ Yes ☐ No	

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9.38			uired to complete the program at least 60 semester hours, 90 quarter hours, six quarters, or the equivalent?	or their equivalent, earned over
9.39	Is there a n ⊠ Yes	ninimum of 30 s	emester hours, 45 quarter hours, or their equivalent in courses within the ar-	ea of concentration?
9.40	Does the degree? Yes	eurriculum quar	ntitatively and qualitatively approximate the standards at other collegiate	institutions offering the same
9.41	ls enrollme ⊠ Yes	ent in the second	academic year of the two-year program sufficient to support regularly sche Not Applicable (no students in the second year)	duled classes?
9.42	Are the sec ⊠ Yes	ond-year course	es based upon appropriate first-year prerequisites? Not applicable	
large and the	MENDATIO	THE REAL PROPERTY AND ADDRESS OF THE PARTY AND	the team expressed great satisfaction with the instructors administration th	eir program, and the campus in

All of the students interviewed by the team expressed great satisfaction with the instructors, administration, their program, and the campus it general.

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SUMMARY

The institution is not in compliance with the Accreditation Criteria in the following areas:

Number	Citation	Summary Statement
ı	Section 3-1-512(c)	There is not sufficient use of community resources to enrich the academic associate's degree programs in Network Systems Administration and Electrical Engineering Technology (pages 26, 29 and 30).

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RECOMMENDATIONS

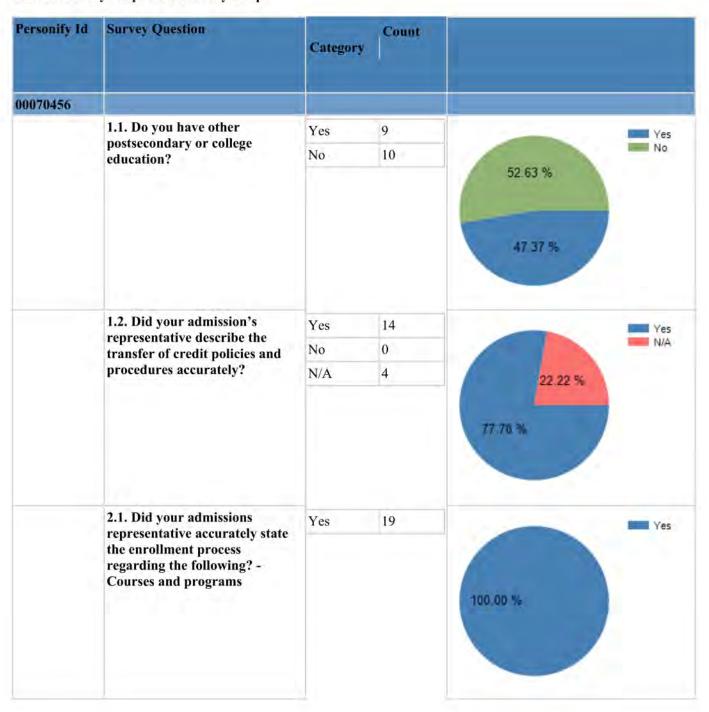
The evaluation team offers the following recommendations for the institution's consideration (These recommendations are not included in the report seen by the Council):

Drafting and Design Technology:

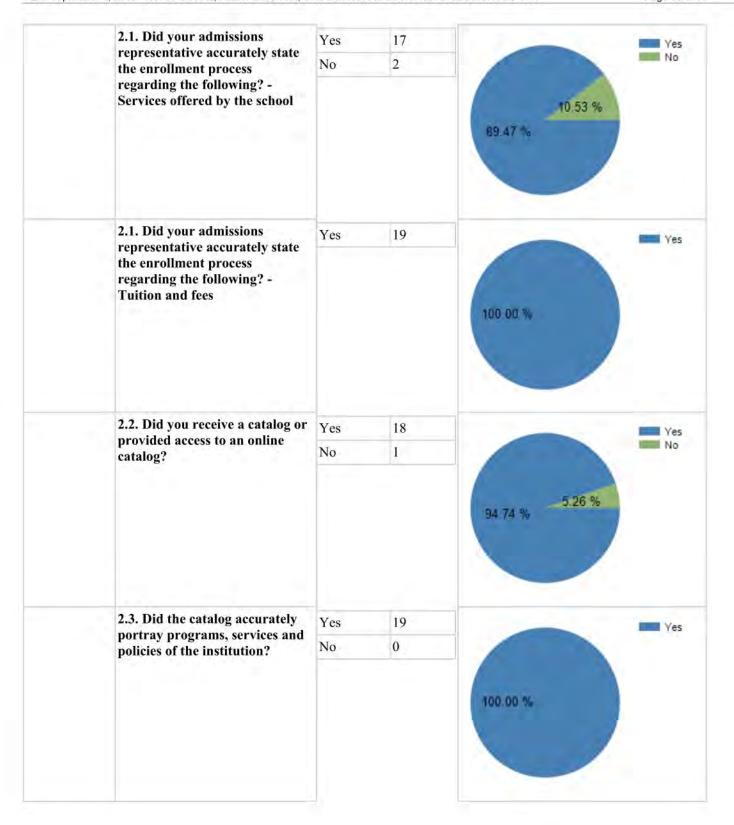
- That a projector be provided in the Drafting and Design Technology classroom to support the mode of instructional delivery to students in the program.
- Students should receive a package with drawing materials that includes a drawing board and proper drawing tables with parallel or T-rulers. These items should be included in the package of supplies that students receive at the beginning of the term.

Please find below the results of the Student Surveys issued to several students while the team was on-site. Please note that these results are aggregated and are not distinguished by individual programs.

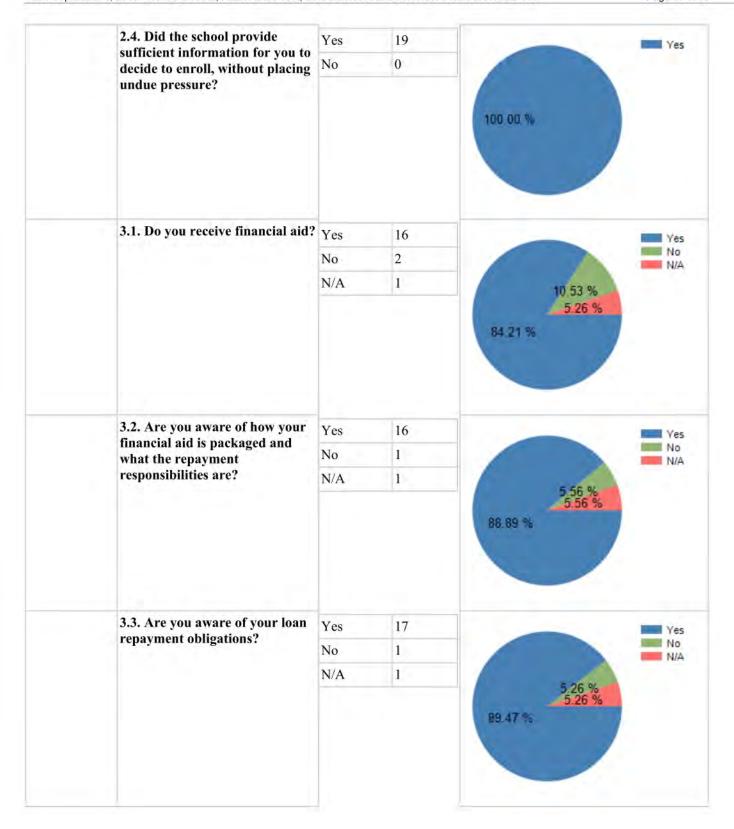
Student Survey Response Summary Graph



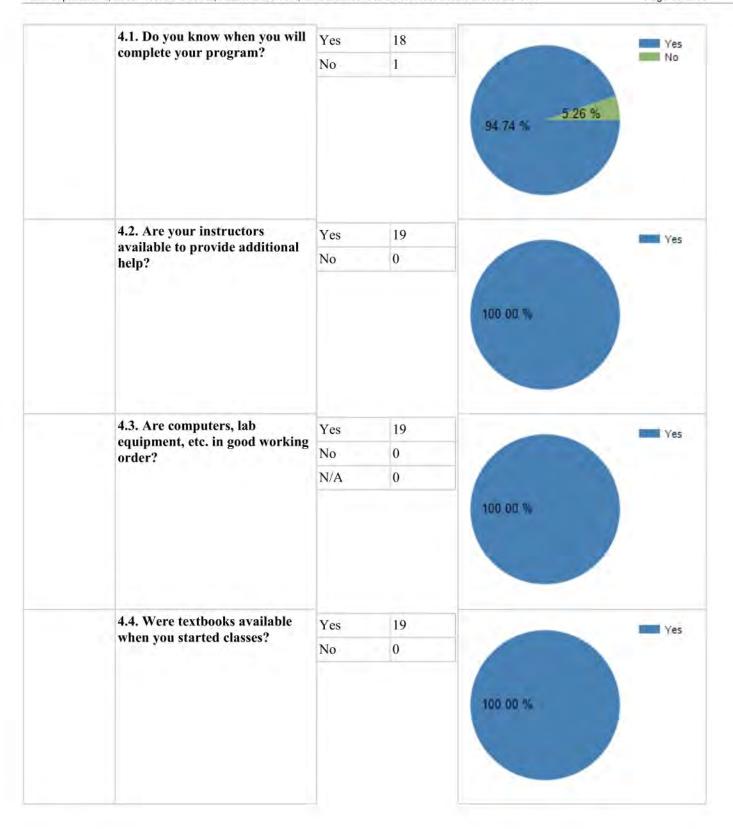
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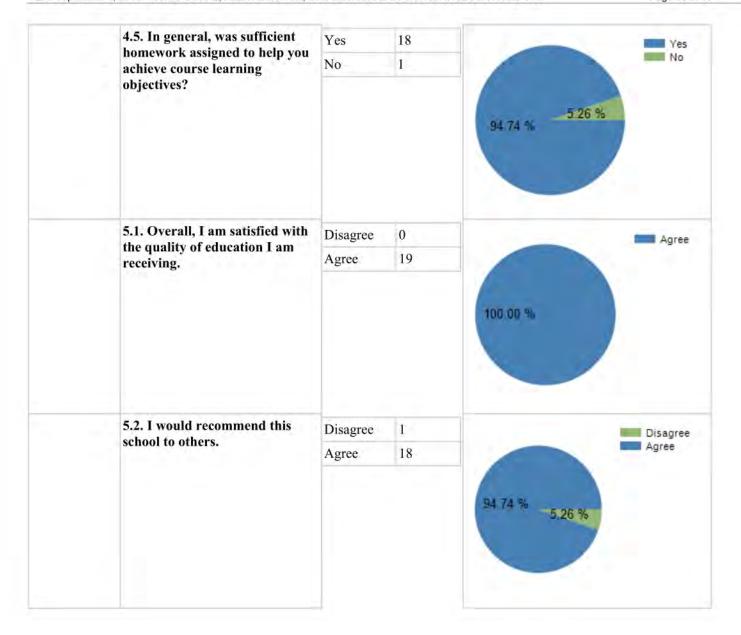
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ADDITIONAL LOCATION INCLUSION VISIT REPORT

ITT Technical Institute, Douglasville 5905 Stewart Parkway Douglasville, Georgia 30135 ACICS ID Code: 00107729

Thomas Pitts, Director, (b)(6) @itt-tech.edu (b)(6) @itt-tech.edu

MAIN CAMPUS

ITT Technical Institute, Indianapolis Indianapolis, Indiana 46268 ACICS ID Code: 00016040

September 23-24, 2013

Dr. Gine Thomes- Cotter	Chair	Vice-president of academic affairs (Ret.)	Phoenix, AZ
Ms. Patricia (Pan) Fuchs	Student-Relations Specialist	Corinthian Colleges, Inc.	Los Angeles, CA
Mr. Dennis E. Wenger	Educational Activities, Library, & Business Management Specialist	Kaplan University	Hagerstown, MD
Ms. LaVerne Lewis	Criminal Justice Specialist	Deputy, Muitnomah County Sheriff's Office	Gresham, OR
Mr. Charles E. Saunders	Networking & Electrical Engineering Specialist	Consultant	Owens Cross Roads, AL
Ms. Moema C. Shortridge	Design & Drafting Specialist	Westwood College	Denver, CO
Ms. Torri Hayslett	Staff Representative	ACICS	Washington, DC

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ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS

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PROGRAMS OFFERED BY

ITT Technical Institute Douglasville, Georgia

					Enroll:	CAR Retention & Placement			
				Qtr. Hrs.	Full- time/ Part- time	2012		2011	
CREDENTIAL EARNED	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Clock Hrs.			Ret.	Pla.	Ret.	Pla.
Associate of Science	Academic Associate's	Business Management*	1,015	94.5	7	N/A	N/A	N/A	N/A
Associate of Science	Academic Associate's	Criminology and Forensic Technology*	1,021	93.0	29	N/A	N/A	N/A	N/A
Associate of Science	Academic Associate's	Drafting and Design Technology*	1,098	93.0	22	N/A	N/A	N/A	N/A
Associate of Science	Academic Associate's	Electrical Engineering Technology*	1,098	93.0	37	100%	N/A	N/A	N/A
Associate of Science	Academic Associate's	Networking System Administration*	1,114	94.5	45	100%	N/A	N/A	N/A
Bachelor of Science	Bachelor's	Electrical Engineering and Communication Technology**	2,105	180.0	0	N/A	N/A	N/A	N/A
Bachelor of Science	Bachelor's	Information Systems and Cybersecurity**	2,164	180.0	0	N/A	N/A	N/A	N/A
Bachelor of Science	Bachelor's	Project Management and Administration (PMA)** PMA option** IT options** Construction option**	1,940 2,050 2,039	180.0	0	N/A	N/A	N/A	N/A

TOTAL ENROLLMENT

140

- Program reviewed for the first time.
- ** Program scheduled to begin enrolling for September 2014 start.

INTRODUCTION

ITT Technical Institute, Douglasville, is one of over 140 similar institutions operated by ITT Educational Services, Inc. (ITT/ESI), which is based in Carmel, Indiana. ITT-Douglasville's mission is to provide technology-oriented programs to students seeking associate's degrees. It opened in June 2012 with a student body of 20 that has grown to its current population of approximately 140. Starting in September 2014, the campus will begin offering bachelor degree programs.

ITT-Douglasville students are predominantly male—72.1% male to 27.9% female; primarily self-identified as African-American or Black, non-Hispanic (44.2%); 41.4% Caucasian or White, non-Hispanic; and the remaining 14.4% divided between Hispanic and undisclosed. Students are between the ages of 17 and 61-plus; majority of the students are within the 21-40 year-old range. The largest program is the Networking Systems Administration, which represents 28.85% of all students according to the 2012 Campus Effectiveness Plan (CEP). The smallest is the Business Management program, which represents 12.5% of the students.

The campus is located conveniently off I-20 near the Douglas Crossing Shopping Center in Douglasville. Douglasville was founded in 1875 by the Georgia General Assembly and is the county seat for Douglas County. Downtown Douglasville is listed on the National Register of Historic Places as an outstanding example of a turn-of-the-century southern railroad town. The town's architecture shows examples of buildings from the Victorian era to the early mid-20th century. The dominant feature of Douglasville is the railroad right-of-way running through downtown.

As with many smaller towns across the country, when I-20 was located south of downtown, many retail functions moved to areas along the interstate. Downtown Douglasville still hosts a number of professional, retail, and government functions while no longer serving as the primary shopping area for the region. The largest employers in the immediate Douglasville area are Walmart, Kroger, and the American Red Cross. As of the 2010 census, Douglasville had a population of 30,961 and is considered to be part of the Greater Atlanta area of Georgia.

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1	NA	TOO	In	TA.T
1.	VI	ISS	"	

1.01	Give the page number in the campus catalog on which the mission statement can be found. The campus mission statement is located on the inside front cover of the 2013-2014 ITT-Douglasville catalog.
1.02	Does the campus have an appropriate mission statement with a set of supporting objectives? ☑ Yes ☐ No
1.03	Are the objectives devoted substantially to career-related education? ☑ Yes ☐ No
1.04	Are the objectives reasonable for the following? (a) The programs of instruction Yes No (b) The modes of delivery. Yes No (c) The facilities of the campus. Yes No
1.05	Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public? \square Yes \square No
1.06	Is the campus committed to successful implementation of its mission? ☐ Yes ☐ No
CAM	PUS EFFECTIVENESS
1.07	Does the campus have a current Campus Effectiveness Plan (CEP)? ☑ Yes ☐ No
1.08	If the campus is an additional location, does the additional location have its own CEP, separate from the main campus IEP? Yes No Not Applicable
1,09	Does the CEP describe the following? (a) The characteristics of the programs offered. ☐ Yes ☐ No (b) The characteristics of the student population. ☐ Yes ☐ No (c) The types of data that will be used for assessment. ☐ Yes ☐ No (d) Specific goals to improve the educational processes. ☐ Yes ☐ No (e) Expected outcomes of the plans. ☐ Yes ☐ No
1.10	Are the following five required elements evaluated in the CEP? (a) Student retention. Yes No (b) Student placement. Yes No Not Applicable (new additional location only) (c) Level of graduate satisfaction. Yes No Not Applicable (new additional location only) (d) Level of employer satisfaction. Yes No Not Applicable (new additional location only)

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(e) Student learning outcomes. X Yes □ No Define the student learning outcomes used by the campus and how these outcomes are being assessed. 1.11 The student learning outcomes used by the campus consist of Grade Point Average (GPA) analysis, pre- and post-tests, and entrance assessments. The outcomes are assessed through Satisfactory Academic Progress (SAP) review, course grades, faculty evaluations by the students, skills checklists, and program assessments. Are the following identified and described in the CEP? 1.12 (a) The baseline data for each outcome. Yes ☐ No Not Applicable (b) The data used by the campus to assess each outcome. Not Applicable No Yes (c) How the data was collected. Yes ☐ No Not Applicable (d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes. Not Applicable Yes No Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three 1.13 Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes? Yes Not Applicable (new additional location) Has the campus published specific activities that will be undertaken to meet placement and retention goals? 1.14 Yes Not Applicable (new additional location only) Describe the specific activities that the campus will undertake to meet these goals. 1.15 The campus has created a position of Manager on Duty (MOD), a person who is available for all students from 6:00 p.m. until 11:00 p.m. This person is responsible for assisting students with any issues they might have. The campus has also initiated a student hotline which is checked daily for messages. Messages are then routed to the appropriate department for action. Also, key staff members will go into classrooms to give motivational and inspirational presentations to encourage students to remain in school and graduate. Additional orientation will be provided for new instructors to enhance their teaching techniques, grade and attendance reporting, and student advisement skills. Students will be encouraged to develop personal support teams through workshops and social activities. 1.16 Does the campus have documentation to show the following? (a) That the CEP has been implemented. X Yes No (b) That specific activities listed in the plan have been completed. □ No (c) That periodic progress reports have been completed. X Yes No 1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee. Mr. Thomas Pitts, director of the campus, is responsible for implementation and monitoring of the CEP. Mr. Pitts has a bachelor's degree in Business Administration from the University of Memphis and a master's of Divinity degree from Mercer University. Prior to his position at ITT-Douglasville, Mr. Pitts was the district director of operations for ATI Enterprises, a system of four campuses located in the southwest. Mr. Pitts has also been the pastor of a church, managing its budget and providing counseling, as well as a director of strategic sales development for a national company that handled research and development activities for organizations across the United States.

directors work within their departments to perform the actions included in the CEP.

Mr. Pitts is supported by a local CEP committee composed of the dean, the director of finance, the director of recruitment, the director of career services, the registrar, and faculty members from each school of study within the campus. The functional

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1.18	Does the campus have documentation to show that the CEP is evaluated at least annually? Yes No Not Applicable (new additional location or initial applicant only)	
CEN	ERAL COMMENTS:	
Becar	use it is a new campus, ITT-Douglasville does not have statistical data accumulated that is usually found at a mediasville does have good plans in place for building retention and placement percentages as the campus grows.	ore mature campus, ITT-
2.	ORGANIZATION	
2.01	Is the following information regarding the campus appropriately stated in the catalog? (a) Governance, control, and corporate organization. Yes	
2.02	Does the campus: (a) Adequately train its employees? ☐ Yes ☐ No (b) Provide them with constant and proper supervision? ☐ Yes ☐ No (c) Evaluate their work? ☐ Yes ☐ No	
2.03	Is the administration of the campus efficient and effective? ☑ Yes ☐ No	
2.04	Does the campus maintain written documentation to show that faculty and staff members: (a) Clearly understand their duties and responsibilities? ☐ Yes ☐ No (b) Know the person to whom they report? ☐ Yes ☐ No (c) Understand the standards by which the success of their work is measured? ☐ Yes ☐ No	
2.05	Does the administration maintain documentation of the evaluation of the faculty and staff? ☑ Yes ☐ No	
2.06	Has the campus adopted a policy on academic freedom that has been communicated to the faculty? ☑ Yes ☐ No	
2.07	Does the campus have an appropriate grievance policy for faculty and staff? ☐ Yes ☐ No	
2.08	Does the campus catalog or the student handbook contain an appropriate grievance policy for students and address of ACICS? ☐ Yes ☐ No ☐ Not Applicable (initial applicants only)	that includes the name
2.09	Who is responsible for the financial oversight of the campus, and what are this person's qualifications? Mr. Pitts, campus director, is responsible for the financial oversight of the campus. As noted previously budgets and personnel in a number of occupations including as a church pastor, as a director of operation and as a representative for a national company developing sales strategies. Mr. Pitts also holds a bache Administration and a master's of Divinity degree.	ons for a school system,

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3. ADMINISTRATION

3,01	Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study? Yes \sum No
3.02	Are all staff well trained to carry out administrative functions? ☑ Yes ☐ No
3.03	Who is the on-site administrator, and what are this person's qualifications? Mr. Pitts, campus director, is the on-site administrator at the ITT-Douglasville campus. As previously stated, he has a bachelor's degree in Business Administration and a master's of divinity degree. Mr. Pitts has over 15 years experience in occupations ranging from owner of a rental property through church pastor, director of strategic sales development, and district director of operations. In all these occupations, Mr. Pitts had the opportunity to manage people and be responsible for successful outcomes for the various operations.
3.04	Does the campus list degrees of staff members in the catalog? ☑ Yes ☐ No
	If <i>Yes</i> , is appropriate evidence of the degrees on file? ⊠ Yes □ No
3.05	Is there evidence that the campus keeps adequate records to support the following administrative operations? (a) Financial aid activities. Yes
3.06	Does the campus admit ability-to-benefit students? ☐ Yes ☐ No
3.11	Do student files contain evidence of graduation from high school or the equivalent? ☑ Yes ☐ No
3.12	Are appropriate transcripts maintained for all students? ☑ Yes ☐ No

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3.13	Is the grading system fully explained on the transcript, and is it consistent with the grading system tha catalog?	t appears in the campus
	Yes No	
3.14	Are student records protected from theft, fire, water damage, or other possible loss? ☑ Yes ☐ No	
3.15	Does the campus maintain transcripts for all students indefinitely? ☑ Yes ☐ No	
3.16	Does the campus maintain admissions data and other records for at least five years from the last date of atter Yes No	ndance for all students?
	RELATIONS WITH STUDENTS ALL PROGRAMS	
4.01	How many student files were reviewed during the evaluation? The team reviewed 24 student files.	
4.02	Does the campus ensure that its student relations reflect high ethical standards? ☑ Yes ☐ No	
4.03	Does the campus have appropriate admissions criteria? Yes No	
4.04	Does the campus contract with third parties for admissions and recruiting purposes? Yes No	
4.05	Is there evidence to document that admissions criteria are applied consistently to all students admitted unde admissions criteria (e.g., that students admitted into specific programs for the same start date are admissions criteria)? Yes No	
4.06	Does the admissions policy conform to the campus's mission? Yes No	
4.07	Is the admissions policy publicly stated? Yes No	
4.08	Is the admissions policy administered as written? Yes No	
4.09	Does the campus use an enrollment agreement for each enrolled student that : (a) Clearly outlines the financial obligations of both the institution and the student? ☐ Yes ☐ No (b) Outlines all program related tuition and fees? ☐ Yes ☐ No	
	(c) Has a signature of the student and the appropriate school representative? ⊠ Yes □ No	
	Is there evidence that a copy of the agreement has been provided to the student?	

4.20

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4.10	Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications? The director of recruitment, Mr. Robert Smith, oversees student recruitment. He has worked in various admissions capacities for nine years. He worked in admissions at Strayer University for four years before being hired by ITT in April 2008 at its Kennesaw, Georgia, campus. He was promoted to manager of recruitment in 2011 and promoted to director of recruitment when this campus opened in March 2012,
4.11	How is the team able to verify that the recruiting process for new students is ethical and compatible with the educational objectives for the campus? The campus provides an extensive training program comprised of 15 modules in eCampus that all new recruitment representatives must complete prior to their second round of training which is given by the director of recruitment during the new representatives' second week on the job. For all representatives, Mr. Smith conducts role-playing sessions each Wednesday, meets with the entire team each Friday, and conducts one-on-one meetings with each representative every week. He has various faculty members meet with the team to discuss product knowledge. Additionally, Mr. Smith has a sheet of do's and don't's related to admissions compliance; and he observes each of his team members three or four times per quarter. All of these activities are to ensure the representatives continue to follow the admissions scripts created by the corporate office and that they have a clear understanding of the programs offered. The corporate office has sent shoppers to check the recruitment processes three times in the past year and a half, and the team passed each interview without any areas of non-compliance.
4.12	Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following? (a) Courses and programs. Yes No (b) Services. Yes No (c) Tuition. Yes No (d) Terms. Yes No (e) Operating policies. Yes No
4.13	Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity? Yes No
4.14	Does the state in which the campus operates require representatives to be licensed or registered? Yes No
4.15	Are the titles of recruitment and enrollment personnel appropriate? Yes No
4.16	Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement? Yes No Not Applicable (campus does not participate in financial aid)
4.17	Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards? Yes No
4.18	Does the campus have written policies and procedures for evaluating and accepting transfer of credit? Yes No
4.19	Is there evidence that the campus properly awards transfer of credit? Yes No Not Applicable

Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?

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4.21	 ✓ Yes
4,22	Does the campus provide documented notification to students of the articulation agreements and the transferability of credits in the programs that are offered? Yes No
FOR	L PROGRAMS
4.24	Is the standards of satisfactory academic progress policy published in the catalog? Yes No
	If Yes, state the page number(s) where the standards of satisfactory academic progress policy is published? The terms of satisfactory academic progress are published on pages 32-36 of the 2013-2014 ITT-Douglasville catalog.
4.25	Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following? a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal prograte length. Yes No b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of eace evaluation increment to complete the program within the maximum time frame. Yes No c) Procedures for re-establishing satisfactory academic progress. Yes No d) A definition of the effects of the following on the CGPA and successful course-completion percentage: Withdrawals. Yes No Incomplete grades. Yes No Non-punitive grades. Yes No Non-punitive grades. Yes No Non-punitive grades. Yes No Not Applicable (campus does not offer) Non-credit or remedial courses. Yes No A warning status. Yes No Not Applicable (campus does not offer) A warning status. Yes No An appeal process. Yes No An of A probationary period. Yes No An appeal process. Yes No Not Applicable (campus does not offer) The effect when a student changes programs. Yes No Not Applicable (campus only offers one program of study The effect when a student changes programs. Yes No Not Applicable (campus only offers one credential) The implications of transfer credit.
4.26	Does the campus apply its SAP standards consistently to all students?

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4.27	Are students who are not making satisfactory academic progress properly notified? Yes No Not Applicable (no students are in violation of SAP)
4.28	Is SAP evaluated at the end of each academic year or at 50% of the normal program length if the program is one academic year in length or shorter? Yes No
4.29	Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent? Yes No Not Applicable (all programs are one year or less)
4.30	Are students who are not making satisfactory academic progress at the end of the second year dismissed? Yes No Not Applicable (all programs are less than two years)
4.31	Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment? Yes No
4.32	Are students allowed to remain on financial aid while under warning status? Yes No Not Applicable
	Students continue to be eligible for financial aid while on probation. The campus does not use the financial aid warning status as part of its SAP policy.
4.33	Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated and considered to be making satisfactory academic progress? Yes No
4.34	Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances? Yes No Not Applicable (campus does not have extended enrollment and/or does not participate in financial aid)
4.35	Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length? Yes No Not Applicable (campus does not have extended enrollment)
4.36	For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived? Yes No Not Applicable (there is no such student)
4.37	Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs? Yes No
4.38	Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications? Satisfactory academic progress is monitored by the dean, Mr. Robert Lindsey. He holds both a bachelor's and a master's degree in Civil Engineering from Bradley University. He worked as a civil engineer for eight years prior to being hired by ITT, first as an instructor in the Drafting and Design program, then promoted to chair of that program in 2010, and finally promoted to the dean's position when this campus opened in early 2012.
4.39	Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs? Yes No
4.40	Does the campus finance any of the following? (Mark all that apply.)

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	(a) Scholarships.
	(b) Grants.
	(c) Loans.
	(d) The campus does not offer scholarships, grants, and/or loans. (Skip to Question 4.42.)
	If Yes for any item, does the campus properly identify all scholarship, grant, and loan programs?
	⊠ Yes □ No
0.00	
4.41	Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship and grant
	programs in its catalog?
	⊠ Yes □ No
4.42	Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?
	⊠ Yes □ No
4.43	Are tuition and fees clearly stated in the catalog?
	∑ Yes
	TO 16 - Day and Local and Committee and Comm
	If Yes, have students confirmed receiving a copy of the catalog?
4.44	Do the financial records of students clearly show the following?
	(a) Charges.
	Yes No
	(b) Dates for the posting of tuition.
	Yes No
	(c) Fees.
	Yes No
	(d) Other charges.
	∑ Yes
	(e) Payments.
	∑ Yes
	(f) Dates of payment.
	∑ Yes
	(g) The balance after each transaction.
	∑ Yes
4.45	In the officialized data listed are automorphisms of alcourage in triting and from
4.43	Is the effective date listed on announcements of changes in tuition and fees?
	Yes No Not Applicable (campus has not changed tuition or fees)
4.46	Is the campus' refund policy published in the catalog?
	⊠ Yes □ No
4.47	Is the refund policy fair, equitable, and applicable to all students?
	∑ Yes
1 40	Is the agency following its stated as fired well in 0
4.48	Is the campus following its stated refund policy?
	∑ Yes
4.49	Does the campus participate in Title IV financial aid?
2000	Yes No

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4.50	Who is responsible on-site for administering student financial aid, and what are this person's qualifications? Mr. Cody Hugley, the director of finance, is responsible for administering financial aid at this campus. He holds a bachelor's degree in Business from American InterContinental University. After working in the banking industry for five years, he transitioned to financial aid processing as a financial aid administrator at ITT in Kennesaw, Georgia. He worked in this position for four years prior to being promoted to the director of finance position at ITT-Douglasville when it opened in March 2012.
4.51	Is the person who determines the amount of student awards <i>not</i> also responsible for disbursing those awards? \boxtimes Yes \square No
4.52	Are final student financial aid award determinations made by administrative individuals who are <i>not</i> responsible for recruitment? Yes No
4.53	Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field? Yes No
4.54	Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual). Mr. Hugley participates in the quarterly financial aid training sessions provided by the corporate office. Additionally, he is supported by the regional financial aid lead who works at the ITT campus in Duluth, Georgia, as well as by a specialist at the corporate office. He is a member of the Georgia Association of Student Financial Aid Administrators, which is also a source of changes in financial aid administration.
4.55	Is there evidence that the financial aid administrator regularly participates in professional awareness activities? Yes No
4.56	Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios? Yes \sum No
4.57	Does the campus provide discounts for cash received in advance of the normal payment schedule? Yes No
4.58	Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc. Student services include new student orientation; carpooling; quarterly student appreciation days to recognize students with perfect attendance, honors grades, and those who have participated in the Student Professional Experience program; referrals to local support services; tutoring; and an extensive peer learning program. Since all of the students currently attend night classes, the dean has arranged for a local caterer to provide complete meals four evenings a week for \$5.00, which has improved students' timeliness to class and retention. In classes, students can participate in five minutes of fame where they speak about their experiences in the workplace or other subjects pertinent to the course. This provides a way for students to share their experiences and practice public speaking.
4.59	Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates? Yes No Not Applicable
	If Not Applicable, explain: The campus will not have its first class of graduates until March 2014.
4,60	Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications? The director of career services, Mr. Eric Williams, oversess counseling students on employment opportunities. He holds a

bachelor's degree in Data Processing Technology from Florida A&M University. His work experience includes manager of several assisted living facilities, supervisor of an office of the census bureau, five years as a career services director and director

VER. O	Steriber 1, 2013 ACICS INITIAL, REEVALUATION, OR ADDITIONAL LOCATION INCLUSION REPORT Fage 13 01 36
	of international student services for Herzing University, associate director of student financial services at Florida A&M University, and office manager at a state one-stop career center. He was hired by ITT in his current position in September 2012.
4.61	Does the campus offer employment assistance to all students?
	Yes No Not Applicable (campus enrolls only international students on a student visa)
4,62	Does the campus use placement percentages or salary projections as part of its recruiting activities? Yes No
4.64	Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?
	Yes No Not Applicable
4.65	Are students who receive financial aid counseled concerning their student loan repayment obligations?
	Yes No Not Applicable (campus does not participate in financial aid)
4.66	Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations. Loan repayment is presented in all of the required entrance and exit counseling programs mandated by the U.S. Department of Education. The majority of default management is conducted by the corporate office with the campus providing to them any current or contact information regarding students who have withdrawn from school.
4.67	Describe the extracurricular activities of the campus (if applicable). Currently there are student clubs for the Drafting and Design Technology and Network System Administration programs. Clubs for the other majors are currently forming with officer elections to be held this quarter. Habitat for Humanity projects are a major focus for students from all of the programs offered at the campus. Each quarter students compete in projects related to their major. All projects are displayed and voted on by all students, staff, and visitors to the campus. The winner's and top three finalists' projects are then put on display for the subsequent quarter. These competitions provide a chance for new students to compete with more advanced students to display their talents.
The te As a n with th	ENDATIONS: In commends the management staff for their professionalism and passion as they work together to support the student experience, we campus, all of the managers have been chosen for their qualifications, and it is apparent from their interaction and their familiarity in students that they have coalesced into an effective team to support the students and the campus as it grows. DUCATIONAL ACTIVITIES
5.01	Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws? Yes No
5.02	Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications? Mr. Robert Lindsey, dean, is assigned to oversee the educational activities at the ITT-Douglasville campus. Mr. Lindsey holds a bachelor's and master's degree in Civil Engineering from Bradley University. Prior to his employment by ITT in 2009, Mr. Lindsey worked as a project manager for several engineering firms.
5.03	Does this person have appropriate academic or experiential qualifications? ☐ Yes ☐ No
5.04	Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs. According to the job descriptions that were reviewed by the team, the program administrators have sufficient authority for the development of the academic programs at ITT-Douglasville campus. This is evidenced by statements in the job descriptions, such as "creates academic goals and objectives", "ensures compliance with policies and procedures", and "delivers quality student services."

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5.05	Is the time devoted to the administration of the educational programs sufficient?				
5.05	Yes No				
5.06	Is there a published policy on the responsibility and authority of faculty in academic governance? Yes No				
5.07	Does the policy, at a minimum, address the role of the faculty in the following areas? (a) Development of the educational program.				
	 ✓ Yes No (b) Selection of course materials, instructional equipment and other educational resources. ✓ Yes No 				
	 (c) Systematic evaluation and revision of the curriculum. ✓ Yes ☐ No (d) Assessment of student learning outcomes. 				
	Yes No (e) Planning for institutional effectiveness.				
	⊠ Yes □ No				
5.08	Is there evidence that this policy has been adopted and faculty members are aware of it? Yes No				
5.09	Does the campus have any programs that require specialized programmatic accreditation to obtalicensure by the state in which the campus is approved? Yes No	ain entry-level employment or			
FOR A	ALL CAMPUSES				
5.13	Are the educational programs consistent with the campus' mission and the needs of its students? Yes No				
5.14	Do the formation of policies and the design of educational programs involve students, graduate other interested parties such as advisory committees? ☑ Yes ☐ No	es, administrators, faculty, and			
5.15	What provisions are made for individual differences among students? The student population served by ITT Douglasville campus is very diverse. As a result, faculty appropriately with students of all ethnic, gender, and religious groups.	members are trained to relate			
5.16	Describe the system in place to evaluate, revise, and make changes to the curriculum. At the end of each quarter, students complete a course evaluation in which they are asked to evaluate a curriculum critique as a part of closing out the course at the end of each quarter. The resurviewed by the corporate curriculum managers. The program advisory committees (PAC) review the make recommendations for changes. The corporate curriculum committee consists of representativithin the company. This committee is the final arbiter of any changes to the curriculum.	alts of both of these surveys are e curricula when they meet and			
5.17	Does the faculty participate in this process? ☑ Yes ☐ No				
5.18	Is credit appropriately converted in relation to total student contact hours in each class? Yes No				
5.19	If the campus awards academic credit to students who demonstrate subject competency based opersonal experiences, is there an established systematic method for evaluating and awarding campus adheres? Yes No Not Applicable (campus does not award such credit)				

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5.20	Are courses and breaks scheduled appropriately, given the students' academic background and the course Yes ☐ No	sework involved?
5.21	Are the following appropriate to adequately support the number and nature of the general education programs are offered with no general education courses, skip to 5.22) (a) Facilities. Yes No (b) Instructional equipment. Yes No	courses? (If only nondegree
	(c) Resources. Yes No (d) Personnel. Yes No	
5.22	Does the campus provide an environment for its faculty that is conducive to effective classroom instruction Yes No	tion?
5.23	Are the quantity and type of instructional materials and equipment proportionate to the size of the camp \boxtimes Yes \square No	ous and types of programs?
5.24	Based on the team's observation of the instructional materials used, interviews with students and faculicenses, is the campus in compliance with applicable licensing and copyright laws? ⊠ Yes □ No	lty, and a review of software
5.25	Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file ☐ Yes ☐ No	for all instructors?
5.26	Have faculty transcripts from institutions not accredited by agencies recognized by the United States I translated into English and evaluated by a member of the Association of International Credential Evaluation of Credential Evaluation Services (NACES) to determine the equivalency of the credential institutions in the United States? Yes No Applicable (no faculty members hold foreign credentials)	nators (AICE) or the National
5.27	Is there documented evidence of a systematic program of in-service training at the campus? ☑ Yes ☐ No	
	If Yes, how is this documented? Appropriate in-service documentation is maintained in faculty files, and faculty confirmed participati interviews with the team.	on in-service training during
5.28	Is there evidence that appropriate faculty development plans have been developed and imple documentation to support completed activities listed on the plans? ☑ Yes ☐ No	mented annually, including
5.29	Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meeti Yes No	ngs?
5.30	Is there an adequate core of full- and/or part-time faculty to assure sound direction and continueducational programs? ☑ Yes ☐ No	uity of development for the
5.31	Does the institution utilize contracts and/or agreements with other institutions or entities? Yes No	

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

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5.34	Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the <i>Accreditation Criteria</i> ? ☑ Yes ☐ No
FOR .	ACADEMIC ASSOCIATE'S DEGREES ONLY
5.35	Does the program include a minimum of 15 semester, 22.5 quarter hours, or their equivalent in general education courses? No No
5.36	Do the programs' general education courses meet Council standards in that the courses place emphasis on principles and theory not on practical applications associated with a particular occupation? Yes No
5.37	Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification? Yes No
6. 1	EDUCATIONAL FACILITIES
6.01	Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information). ITT Technical Institute, Douglasville, is a relatively new campus located at 5905 Stewart Parkway. Douglasville, Georgia. The campus is situated in a strip mall that is in the process of redevelopment with the building occupying 18,966 square feet within the mall. Parking is provided at the location and is plentiful for students, faculty, and staff. The campus provides classrooms, computer and electronic labs, and a resource center for student use. Three classrooms are awaiting buildout when campus size warrants the need. Campus equipment is adequate for the size of the student body and appropriate for the curricula. The campus provides a student lounge area that includes an outside shaded spot with picnic tables for student use. To enhance wellness on the campus, foodstuffs in the lounge vending machines are checked for nutritional value. Any items that do not meet the fat/carbohydrate/sugar content levels that have been predetermined by nutritional experts are removed.
6.02	Does the campus utilize any additional space locations? Yes No
6.03	Does the campus utilize campus additions? Yes No
6.04	Are all facilities (including additional space and campus additions) appropriate for the size of the student population and the programs offered? Yes No
6.05	Are the following appropriate to support the student population and the programs offered at all locations (including additional space and campus additions)? (a) Equipment Yes No (b) Instructional tools Yes No (c) Machinery Yes No
6.06	Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations? Yes No Not Applicable

GENERAL COMMENTS:

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The building is well-designed for student use. It is a welcoming facility that is open and bright, making it a nice place in which to spend time beyond the normal school day.

7. PUBLICATIONS

7.01	What catalog was used during the evaluation (please include the year, number, and volume if appropriate)? The catalog used during the evaluation visit is the ITT-Douglasville, Georgia, 2013-2014 Catalog, volume 10, with a published date of September 4, 2013, and an effective date of September 4, 2013 – September 4, 2014.
7.02	Does the self-study or additional location application part II accurately portray the campus? Yes No
7.03	Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students? Yes No
7.04	Does the catalog contain the following items?
	(a) A table of contents and/or an index.
	Yes No (b) An indication of the year or years for which the catalog is effective on the front page or cover page.
	Yes No
	(c) The names and titles of the administrators.
	Yes No
	(d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.
	Yes No
	(e) A statement of accreditation
	Yes No Not Applicable (initial applicant)
	(f) A mission statement.
	Yes No
	(g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.
	Yes No
	(h) An academic calendar.
	Yes No
	(i) A full disclosure of the admission requirements.
	∑ Yes
	(j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.
	∑ Yes
	(k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.
	∑ Yes No
	(l) An explanation of the grading system that is consistent with the one that appears on the student transcript.
	∑ Yes
	(m) A definition of the unit of credit.
	Yes No Not Applicable (The campus does not award credit)
	(n) A complete explanation of the standards of satisfactory academic progress. Yes No
	Yes No (o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for
	completion of each.
	Yes No
	(p) The transfer of credit policy.
	The state of the s

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	 Yes	handbook instead of catalog).
7.05	 ✓ Yes ✓ No ✓ Not Applicable (initial applicants only) ✓ Yes ✓ No No	
	 If Yes, does the catalog contain the following? (a) An explanation of the course numbering system (for all levels). ☐ Yes ☐ No (b) Identification of courses that satisfy general education requirements (for occupational associate bachelor's degrees only). ☐ Yes ☐ No (c) Identification of courses that satisfy the concentration requirements (for academic associate's and ☐ Yes ☐ No (d) Identification of courses that satisfy the upper-division (for bachelor's degrees only). ☐ Yes ☐ No (d) Identification of courses that satisfy the upper-division (for bachelor's degrees only). 	
7.06	Does the campus offer courses and/or programs via distance education? Yes No	
7,07	Does the catalog contain an addendum/supplement? Yes No	
7.08	Is the catalog available online? ☑ Yes ☐ No If Yes, does it match the hard copy version? ☑ Yes ☐ No	
7.09	Does the campus utilize a multiple-school catalog? Yes No	
7.10	Is all advertising and promotional literature, through any type of media (social media, website, n dignified? Yes No	ewspapers, etc.), truthful and
7.11	Is the correct name of the campus listed in all advertising, web postings and promotional literature? Yes No	
7.12	Where does the campus advertise (publications, online, etc.)? The campus advertises online, through television commercials, direct mailers, flyers, brochures, radio,	and newspaper.
	Are all print and electronic advertisements under acceptable headings? ☑ Yes ☐ No	

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7.13	Does the campus use endorsements, commendations, or recommendations in its advertising? Yes No	
	If Yes, is there evidence that prior written consent was obtained and that all representations are factual and portraying conditions?	current
	⊠ Yes □ No	
7.14	Does the campus utilize services funded by third parties? Yes No	
7.15	Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or sal graduates? Yes No	ary for
7.16	Is the phrase "for those who qualify" properly referenced in all advertising that mentions financial aid? ✓ Yes ☐ No ☐ Not Applicable (campus does not participate in financial aid)	
7.17	What institutional performance information does the campus routinely provide to the public? The institutional performance information provided to the public includes information on placement, retention, tuition coeffees, possible occupations, and on-time graduation rate.	sts and
Q 1	Where is this information published and how frequently is this information being updated? The information is published online and updated on an annual basis. IBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY	
8.01	Does the campus develop an adequate base of library resources? ⊠ Yes □ No	
8.02	Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses? ☑ Yes ☐ No	
8.03	Does the campus provide training and support to faculty and students in utilizing library resources as an integral part learning process? ☑ Yes ☐ No	of the
8.04	Are adequate staff provided to support the development, organization of the collection, and access of library resources? Yes \sum No	
8.05	Describe how the campus develops continuous assessment strategies for resources and information services? Faculty receive periodic emails from the librarian encouraging them to submit requests for new resources to support	ort the
	Are these methods appropriate? ☑ Yes ☐ No	
8.06	Is the library staff adequately trained to support the library? ☑ Yes ☐ No	

FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY

8.07 Is the campus' established annual budget appropriate to the size and scope of the campus and the programs offered, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials?

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	⊠ Yes	□No			
8.08		amount of the current year's library budget excluding personnel allocations? year's library budget is \$6,252.00.			
8.09	Ninety-two	on of the current year's library budget has been spent and how has the money been allocated? percent of the current year's library budget has been spent; allocated as follows: professional de 52; journals \$1,857; and books \$374.	evelopment \$148; virtual		
8.10	Is there evid	dence that the faculty have major involvement in the selection of library resources?			
8.11	Are the libra ⊠ Yes	ary hours adequate to accommodate the needs of all students?			
FOR .	ACADEMIC .	ASSOCIATE'S, BACHELOR'S, AND MASTER'S DEGREES ONLY			
8.12	The team o	by the faculty inspire, motivate, and direct student usage of the library resources? observed, from reviewing syllabi, that faculty inspire and motivate students to use the library jects, and other library assignments in their courses.	y by including research		
	Are these m ⊠ Yes	nethods appropriate?			
8.13	Is the Dewe	ey Decimal, Library of Congress, or other appropriate system of classification used to organize No	the library materials?		
8.14	Are records ⊠ Yes	of physical and/or online resources and circulation accurate and up to date? No			
8.15		If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented? Yes No Not Applicable (no interlibrary agreements)			
8.16	The online	ny full-text online collections available to students. collections available to students includes periodical, reference, and full-text databases includir , AccessScience, Gale Virtual Reference Library, Ebrary, and NetLibrary.	ig ProQuest, EbscoHost,		
8.17		rary physical holdings and /or full-text online collections up to date and adequate for the size and enrollment in its educational programs?	e of the campus and the		
8.18	Does the lib ✓ Yes	orary collection include holdings in the humanities, arts, social sciences, and sciences, including No	ng mathematics?		
FOR	ACADEMIC .	ASSOCIATE'S AND BACHELOR'S DEGREES ONLY			
8,19	Mr. David University	on-site librarian, what are this person's qualifications, and what are his or her hours on-site? Stanovcak is the on-site librarian. Mr. Stanovcak holds a bachelor's degree in Theater and a master's degree in Library Information Science from the University of Wisconsin. Marian since 2000. His on-site hours are Monday through Friday from 2 p.m. to 10 p.m.			
	⊠ Yes	idividual: ise and manage the library and instructional resources? No ite the integration of instructional resources into all phases of the campus's curricular and educated No	tional offerings?		

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	(c) Assist students in the use of instructional resources? ☐ Yes ☐ No	
8.20	Are all individuals who supervise the library and assist students with library functions well-trained and co aiding in the use of the library technologies and resources? Yes No	mpetent in both using and
8.21	Have library staff transcripts from campuses not accredited by agencies recognized by the United States been translated into English and evaluated by a member of the National Association of Credential Evaluate the Association of International Credential Evaluators (AICE) to determine the equivalency of the degree campuses in the United States? Yes No Not Applicable (staff do not hold foreign credentials)	ion Services (NACES) or
8.22	Is documentation on file to reflect the librarian's participation in professional growth activities? ⊠ Yes □ No	
8.23	Are the hours the library is open adequate to accommodate the needs of all students? ⊠ Yes □ No	
8.24	Does the library make available appropriate reference, research, and information resources to provide by and educational offerings and to enhance student learning? ☑ Yes ☐ No	asic support for curricular
9.	PROGRAM EVALUATION	
I Q	Academic Associate's Degree in Business Management	
9.01	Is licensure, certification or registration required to practice in the specific career field? ☐ Yes ☐ No	
9.02	Who is assigned to administer the academic program(s), and what are this person's qualifications? As the dean, Mr. Robert Lindsey is assigned to oversee the educational activities at the ITT-Douglasv holds a bachelor's and a master's degree in Civil Engineering from Bradley University. Prior to his employ Lindsey worked as a project manager for several engineering firms.	
	Ms. Stephanie Hannah, subject matter expert, assists Mr. Lindsey in administering the Business Managem has a bachelor's degree in Accounting from the University of West Georgia, a bachelor's degree in Business Georgia Highlands College, and a master's degree in Accounting from Southern Polytechnic State University of Marietta as a financial manager for James Bond, Inc. and as a compliance officer for the City of Marietta	ness Administration from versity. Ms. Hannah was
9.03	Does this individual possess appropriate academic or experiential qualifications? ☑ Yes ☐ No	
9.04	Is there evidence that the program administrator has sufficient authority and responsibility for the develop of the educational program(s)? Yes No	pment and administration
9.05	Are the time and resources devoted to the administration of the educational program(s) sufficient? Yes No	
9.06	Does the program meet the needs of its students and the requirements of the Council, as shown by stude which meet or exceed- the standards for the following areas: (a) Student retention rate of 62%? Yes No Not Applicable (Additional Location Inclusion only) (b) Student placement rate of 58%?	nt achievement outcomes

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	☐ Yes	□ No	Not Applicable (Additional Location Inclusion only)			
9.07	The Busine work assign	ss Management ments at local b	es and describe how they are utilized to enrich the program(s). program is a very small program at the Douglasville campus; however, two pusinesses, including the Chamber of Commerce. The team was provided with the (PAC) meeting that was held on April 24, 2013.			
9.08	Is the utiliza ✓ Yes	ation of commu	nity resources sufficient to enrich the program?			
9.09		Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both? Yes No				
9.10	Does the c objectives? Yes	atalog and/or o	other advertising material such as brochures and web site, accurately des	cribe the program and its		
9,11	that outline requiremen Yes	es the arrangents, and evaluation No	practica, externships, or internships, does the institution have a written and ment between the institution and the practicum site, including specific leads on criteria? Not Applicable (these elements are not part of the program or not part of the part of t	earning objectives, course		
	needing the	m)				
9,12	Does the pro	ogram use indep No	pendent studies?			
9.14	Are the curr	riculum and leng	gth of the program appropriate to meet the educational and placement objective	es of the program?		
9.15	Are course X Yes	prerequisites ar	propriate, are they identified in the catalog and on the course syllabi, and ar	re they being followed?		
9.16	(a) Title ar	nd course descri No numbers No prerequisites ar No tional contact he No ag objectives No tional materials No I outline of the of No tional methods No ment criteria No d of evaluating s No se syllabus was	and references course			

Yes	VER. S	eptember 1, 2013	ACICS INITIA	L, REEVALUATION, O	OR ADDITIONAL LOCATION INCLUSION REPORT	Page 23 of 36
No						
No		(l) Out-of-c	lass work assig	nments that support	the learning objectives for the course	
(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments Yes						
Yes		(m) A descri	otion of the mir			the work assignments
9.17 Do students confirm that they receive a course syllabus and that it is followed? Yes						THE STATE OF THE S
Yes		23			ore (recent and a control of the co	
Yes	9.17	Do students of	confirm that the	ev receive a course s	syllabus and that it is followed?	
9.18 Are the courses available when needed by the student in the normal pursuit of a program of study? Yes				A country distributed	Sent and more companies control of San	
Yes			=			
9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council? Yes	9.18	Are the cours	es available wl	ien needed by the st	tudent in the normal pursuit of a program of study	y?
Campus Accountability Report submitted to the Council? Yes				Andrew Co.	and the second control of the second control	
Campus Accountability Report submitted to the Council? Yes						
Yes	9.19					rogram(s) as reported on the last
FOR ALL VISITS 9.24 Are the following appropriate to adequately support the number and nature of the program? (a) Facilities. Yes			ountability Rep			
9.24 Are the following appropriate to adequately support the number and nature of the program? (a) Facilities.		Yes	☐ No	Not Applicab	ble (there have been no graduates)	
9.24 Are the following appropriate to adequately support the number and nature of the program? (a) Facilities.	FOR	ALL VISITS				
(a) Facilities. Yes		LLL (ISIIO				
(a) Facilities. Yes	9.24	Are the follow	wing appropriat	e to adequately supp	port the number and nature of the program?	
Yes				a service and a service and a		
(b) Instructional equipment. Yes						
Yes						
(e) Resources. Yes						
Yes						
Are the following elements appropriately incorporated into the instructional components of the program? (a) Systematic planning. Yes No		the state of the s	and the same of th			
Yes						
Are the following elements appropriately incorporated into the instructional components of the program? (a) Systematic planning. Yes						
(a) Systematic planning. Yes		Yes	∐ No			
(a) Systematic planning. Yes	9.25	Are the follow	ving elements :	annronriately income	orated into the instructional components of the pro	woram?
Yes	2.42			ippropriately incorpe	oraced into the instructional components of the pro-	gram.
(b) Well-defined instructional objectives. Yes						
Yes				ant abjectives		
(c) The selection and use of appropriate and current learning materials. Yes				iai objectives.		
Yes				A	and the same Section and the Control	
(d) Appropriate modes of instructional delivery. Yes				appropriate and cur	rrent learning materials.	
Yes		The state of the s		members of Assess		
(e) The use of appropriate assessment strategies. Yes □No (f) The use of appropriate experiences. Yes □No FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY 9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded? Yes □No 9.28 Is the size of the faculty appropriate to the total student enrollment? Yes □No				istructional delivery.	¥	
Yes						
(f) The use of appropriate experiences. ☐ Yes ☐ No FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY 9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded? ☐ Yes ☐ No 9.28 Is the size of the faculty appropriate to the total student enrollment? ☐ Yes ☐ No				issessment strategies	Š ₊	
FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY 9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded? Yes						
FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY 9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded? Yes			4.4	experiences.		
DEGREES ONLY 9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded? ☐ Yes ☐ No 9.28 Is the size of the faculty appropriate to the total student enrollment? ☐ Yes ☐ No		⊠ Yes	□ No			
DEGREES ONLY 9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded? ☐ Yes ☐ No 9.28 Is the size of the faculty appropriate to the total student enrollment? ☐ Yes ☐ No	non	VOLDEGRE	anogn i	C OCCUPATION	VII LONGOLITHIC LOLDTING LONGO	CLERGE CAR BLOWN ONE
 9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded? ☐ Yes ☐ No 9.28 Is the size of the faculty appropriate to the total student enrollment? ☐ Yes ☐ No 			PROGRAM	is, occupation	NAL ASSOCIATE'S, ACADEMIC ASSOCI	ATE'S, AND BACHELOR'S
qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded? Yes	DEGI	REES ONLY				
qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded? Yes	0.27	Do the feeul	tu mambare' o	malifications most t	the minimum requirements outlined in the description	raditation Critaria and are their
awarded? Yes No 1. No 9.28 Is the size of the faculty appropriate to the total student enrollment? Yes No	9.21					
 Yes □ No 9.28 Is the size of the faculty appropriate to the total student enrollment? Yes □ No 		and the state of t	academicany	and experientially	appropriate to the subject matter they teach	and the level of the credential
9.28 Is the size of the faculty appropriate to the total student enrollment? ☐ Yes ☐ No			Flat			
⊠ Yes □ No		Yes	∐ No			
⊠ Yes □ No	9 28	Is the size of	the faculty and	ronriate to the total	student enrollment?	
and Fig. 1. The confidence of the contract of	7,20			reprinte to the total	Signatur viii Viiiiiviiii	
FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY		Z 1 C8	L 140			
	FOR	OCCUPATION	VAL ASSOCIA	ATE'S, ACADEMI	IC ASSOCIATE'S, BACHELOR'S AND MAS	TER'S DEGREES ONLY

9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

VER. S	September 1, 2013	ACICS INITIAL, REEVALUATION, OR ADDITIONAL LOCATION INCLUSION REPORT	Page 24 of 36
	⊠ Yes	□No	
FOR	ACADEMIC A	SSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY	
9.30	Are teaching I ✓ Yes	oads reasonable?	
FOR	ACADEMIC A	SSOCIATE'S DEGREES ONLY	
9.38		of hours required to complete the program at least 60 semester hours, 90 quarter hours four semesters, six quarters, or the equivalent?	ours, or their equivalent, earned
9.39	Is there a min Yes	imum of 30 semester hours, 45 quarter hours, or their equivalent in courses within t \sum No	the area of concentration?
9.40	Does the curr degree? Yes	iculum quantitatively and qualitatively approximate the standards at other collegia	te institutions offering the same
9.41	Is enrollment ⊠ Yes	in the second academic year of the two-year program sufficient to support regularly No Not Applicable (no students in the second year)	scheduled classes?
9.42	Are the secon ⊠ Yes	d-year courses based upon appropriate first-year prerequisites? No Not applicable	
9.]	PROGRA	M EVALUATION	
2	Academic As	sociate's Degree in Criminology and Forensic Technology	
9.01	Is licensure, co ☐ Yes	ertification or registration required to practice in the specific career field? No	
9.02	As the dean, holds a bache	ed to administer the academic program(s), and what are this person's qualifications? Mr. Robert Lindsey is assigned to oversee the educational activities at the ITT-Do lor's and a master's degree in Civil Engineering from Bradley University. Prior to his ed as a project manager for several engineering firms.	
	Mr. Coleman	s assisted by Mr. David Coleman, the subject matter expert for the Criminology and holds a master's degree in Public Safety and Leadership from Mercer University, ne Atlanta Police Department, currently serving as a homicide detective.	
9.03	Does this indi ⊠ Yes	vidual possess appropriate academic or experiential qualifications?	
9.04		nce that the program administrator has sufficient authority and responsibility for the onal program(s)?	development and administration
9.05	Are the time a	and resources devoted to the administration of the educational program(s) sufficient?	
9.06		gram meet the needs of its students and the requirements of the Council, as shown by exceed- the standards for the following areas:	y student achievement outcomes

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(a) Student retention rate of 62%? Yes ☐ No Not Applicable (Additional Location Inclusion only) (b) Student placement rate of 58%? Yes Not Applicable (Additional Location Inclusion only) 9.07 List the community resources and describe how they are utilized to enrich the program(s). The program has strong community support as witnessed by the guest speakers and field trips presented in alliance with Cobb County criminal justice programs. Field trips have included a trip to the Cobb County Jail on January 31, 2013, to observe the booking process, at which four students participated. Other field trips include Cobb County 911 center on May 6, 2013, when nine students participated. Guest speakers in 2013 included Major Gary Dennis and Lt. Michael Tankersley from Cobb County who spoke to the Introduction to Criminal Justice class, Out-of-state field trips included a two-day regional conference conducted by the American Criminal Justice Association in North Charleston, South Carolina, in October 2012. Students attended workshops on subject matters relating to crime scene investigations, firearms, physical agility, juvenile justice issues, and criminal report writing. The conference was attended by nine students. 9.08 Is the utilization of community resources sufficient to enrich the program? X Yes No 9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both? X Yes ☐ No 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives? X Yes ☐ No For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement 9.11 that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria? Not Applicable (these elements are not part of the program or no student is at the point of Yes needing them) 9.12 Does the program use independent studies? Yes X No 9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program? X Yes 9.15 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed? 9.16 Is an appropriately detailed syllabus on file for each course that includes: (a) Title and course descriptions X Yes No (b) Course numbers X Yes No (c) Course prerequisites and/or corequisites X Yes No (d) Instructional contact hours/credits X Yes No (e) Learning objectives X Yes No (f) Instructional materials and references No X Yes (g) Topical outline of the course X Yes ☐ No (h) Instructional methods

VER. S	eptember 1, 2013 ACICS INITIAL, REEVALUATION, OR ADDITIONAL LOCATION INCLUSION REPORT	Page 26 of 36
	 Yes	
	i res Not Applicable (Additional Location inclusion)	
9.17	Do students confirm that they receive a course syllabus and that it is followed? ☑ Yes ☐ No	
9.18	Are the courses available when needed by the student in the normal pursuit of a program of study? ☑ Yes ☐ No	
9.19	Was the team able to verify the backup documentation to support the placement rate for the program Campus Accountability Report submitted to the Council? ☐ Yes ☐ No ☐ Not Applicable (there have been no graduates)	n(s) as reported on the last
9.20	Was documentation on file to verify graduates classified on the CAR as "not available for placement"? ☐ Yes ☐ No ☐ Not Applicable	
FOR A	ALL VISITS	
9.24	Are the following appropriate to adequately support the number and nature of the program? (a) Facilities. Yes No (b) Instructional equipment. Yes No (c) Resources. Yes No (d) Personnel. Yes No	
9,25	Are the following elements appropriately incorporated into the instructional components of the program (a) Systematic planning. Yes No (b) Well-defined instructional objectives. Yes No (c) The selection and use of appropriate and current learning materials. Yes No (d) Appropriate modes of instructional delivery. Yes No (e) The use of appropriate assessment strategies. Yes No (f) The use of appropriate experiences. Yes No	?

FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY

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VER. S	September 1, 201	3 ACICS INITIAL, REEVALUATION, OR ADDITIONAL LOCATION INCLUSION REPORT	Page 27 of 36
9.27		lty members' qualifications meet the minimum requirements outlined in the <i>Accredi</i> as academically and experientially appropriate to the subject matter they teach and	
9.28	Is the size of ⊠ Yes	the faculty appropriate to the total student enrollment?	
FOR	OCCUPATION	NAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTEI	R'S DEGREES ONLY
9.29	Is an adequa program? ⊠ Yes	ate core of full- and part-time faculty employed to ensure sound direction and contin	nuity of development for the
FOR	ACADEMIC A	ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY	
9.30	Are teaching Yes	loads reasonable?	
FOR	ACADEMIC A	ASSOCIATE'S DEGREES ONLY	
9.38		er of hours required to complete the program at least 60 semester hours, 90 quarter hou d of four semesters, six quarters, or the equivalent?	rs, or their equivalent, earned
9.39	Is there a min ✓ Yes	nimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the No	area of concentration?
9.40	Does the cur degree? Yes	rriculum quantitatively and qualitatively approximate the standards at other collegiate	institutions offering the same
9.41	Is enrollmen	t in the second academic year of the two-year program sufficient to support regularly so No Not Applicable (no students in the second year)	cheduled classes?
9.42	Are the second	nd-year courses based upon appropriate first-year prerequisites? No Not applicable	
		ENTS: were positive and upbeat, which indicate their dedication to the program and their focus	on an educational future with
		dents stated they would enjoy more guest speakers in the criminal justice field include private security field, and investigative and firearms training.	iding the TSA program with
9.	PROGRA	AM EVALUATION	
1	Academic As	ssociate's Degree in Drafting and Design Technology	
FOR	ALL PROGRA	AMS	
9.01	Is licensure,	certification or registration required to practice in the specific career field? No	
9.02	Who is assign	ned to administer the academic program(s), and what are this person's qualifications?	

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As the dean, Mr. Robert Lindsey is assigned to oversee the educational activities at the ITT-Douglasville campus. Mr. Lindsey holds a bachelor's and a master's degree in Civil Engineering from Bradley University. Prior to his employment at ITT in 2009, Mr. Lindsey worked as a project manager for several engineering firms. In addition, Mr. Lindsey is the program chair of Drafting and Design.

Mr. Michael Tchouaffe is the School of Drafting and Design Technology program/course lead, although he is not teaching this term. He is a registered architect with the Georgia Board of Architects and Interior Design, and holds a master's degree in Architecture from the Georgia Institute of Technology.

9.03	Does this individual possess appropriate academic or experiential qualifications? ☐ Yes ☐ No
9.04	Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)? Yes No
9.05	Are the time and resources devoted to the administration of the educational program(s) sufficient? Yes No
9,06	Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcome which meet or exceed- the standards for the following areas: (a) Student retention rate of 62%? Yes No Not Applicable (Additional Location Inclusion only) (b) Student placement rate of 58%? Yes No Not Applicable (Additional Location Inclusion only)
9.07	List the community resources and describe how they are utilized to enrich the program(s). The program has offered field trips, speakers, and participation in the Student Professional Experience program. There is evidence of field trips related to the general education courses for the Drafting and Design Technology program and student professional experience in the Drafting and Design Technology program, although there were no evidence of core course field trips or speaker for the Drafting and Design Technology program.
9.08	Is the utilization of community resources sufficient to enrich the program? ☐ Yes ☐ No
9.09	Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both? ☐ Yes ☐ No
9.10	Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and it objectives? ☑ Yes ☐ No
9,11	For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria? Yes No Not Applicable (these elements are not part of the program or no student is at the point of needing them)
9.12	Does the program use independent studies? ☐ Yes
9.14	Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?

VER. S	eptember 1, 2013 ACICS INITIAL, REEVALUATION, OR ADDITIONAL LOCATION INCLUSION REPORT	Page 29 of 36
9.15	Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are ☑ Yes ☐ No	they being followed?
9,16	Section Sec	hour programs only.
	(1) Out-of-class work assignments that support the learning objectives for the course	, , , , , , , , , , , , , , , , , , ,
	 Yes No Not Applicable (Additional Location Inclusion) (m) A description of the minimum amount of time a student is expected to spend on completion of the well Yes No Not Applicable (Additional Location Inclusion) 	ork assignments
9.17	Do students confirm that they receive a course syllabus and that it is followed? No No	
9.18	Are the courses available when needed by the student in the normal pursuit of a program of study? ☑ Yes ☐ No	
9,19	Was the team able to verify the backup documentation to support the placement rate for the program Campus Accountability Report submitted to the Council? Yes No Not Applicable (there have been no graduates)	(s) as reported on the last
9.20	Was documentation on file to verify graduates classified on the CAR as "not available for placement"? ☐ Yes ☐ No ☐ Not Applicable	
FOR .	ALL VISITS	
9,24	Are the following appropriate to adequately support the number and nature of the program? (a) Facilities. Yes No (b) Instructional equipment. Yes No (c) Resources. Yes No (d) Personnel. Yes No	

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VER. September 1, 2013 ACICS INITIAL, REEVALUATION, OR ADDITIONAL LOCATION INCLUSION REPORT

9.25	Are the following elements appropriately incorporated into the instructional components of the program? (a) Systematic planning. Yes \sum No
	(b) Well-defined instructional objectives. ☐ Yes ☐ No
	(c) The selection and use of appropriate and current learning materials. ✓ Yes □ No
	(d) Appropriate modes of instructional delivery. ✓ Yes □ No
	(e) The use of appropriate assessment strategies. ☐ Yes ☐ No
	(f) The use of appropriate experiences. ⊠ Yes □ No
	NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S REES ONLY
9.27	Do the faculty members' qualifications meet the minimum requirements outlined in the <i>Accreditation Criteria</i> , and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
	⊠ Yes □ No
9.28	Is the size of the faculty appropriate to the total student enrollment? ☑ Yes ☐ No
FOR (OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY
9.29	Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
70.6	⊠ Yes □ No
FOR A	ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY
9.30	Are teaching loads reasonable? ☑ Yes ☐ No
FOR A	ACADEMIC ASSOCIATE'S DEGREES ONLY
9.38	Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent? Yes \sum No
9.39	Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration? ⊠ Yes □ No
9.40	Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree? Yes No
9.41	Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
	 Yes □ No □ Not Applicable (no students in the second year)
9.42	Are the second-year courses based upon appropriate first-year prerequisites? ✓ Yes ☐ No ☐ Not applicable

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9. PROGRAM EVALUATION

Academic Associate's Degree in Network Systems Administration

Academic Associate's Degree in Electrical Engineering Technology

F	OR	ALI	_ PR	OGI	RAMS

9.01	Is licensure, certification or registration required to practice in the specific career field? ☐ Yes ☐ No
9.02	Who is assigned to administer the academic program(s), and what are this person's qualifications? As the dean, Mr. Robert Lindsey is assigned to oversee the educational activities at the ITT-Douglasville campus. Mr. Lindsey holds a bachelor's and a master's degree in Civil Engineering from Bradley University. Prior to his employment by ITT in 2009, Mr. Lindsey worked as a project manager for several engineering firms.
	Mr. Christopher Okafor is the lead instructor in the Network Systems Administration (NSA) program. Mr. Okafor holds a bachelor's degree in Electrical Engineering Technology (EET) and a master's degree in Physics from Alabama A&M University. Mr. Okafor is a part-time instructor in Physics at Georgia Perimeter College in Atlanta, Georgia, and is the owner of Coka Communications, Inc. in Douglasville, Georgia.
	Mr. James Hester is the lead instructor in the EET program. Mr. Hester holds a bachelor's degree in Electrical Engineering Technology from Southern Polytechnic State University and has attends North Carolina State University while working on a master's degree in Electrical Engineering. Mr. Hester works at Murata Electronics as a business development engineer and as an adjunct instructor in the EET Program at ITT Technical Institute in Kennesaw, Georgia.
9.03	Does this individual possess appropriate academic or experiential qualifications? ☑ Yes ☐ No
9.04	Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)? Yes No
9.05	Are the time and resources devoted to the administration of the educational program(s) sufficient? Yes No
9.06	Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas: (a) Student retention rate of 62%? Yes No Not Applicable (Additional Location Inclusion only) (b) Student placement rate of 58%? Yes No Not Applicable (Additional Location Inclusion only)
9.07	List the community resources and describe how they are utilized to enrich the program(s). The NSA and EET programs utilize a program advisory committee (PAC), field trips, and guest speakers to gain insight from industry professionals and to ensure students are learning the necessary skills to compete for jobs specifically in the Atlanta area.
9.08	Is the utilization of community resources sufficient to enrich the program? ☐ Yes ☐ No
9.09	Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both? ☑ Yes ☐ No
9.10	Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its

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VER. S	september 1, 2013 ACICS INITIAL, REEVALUATION, OR ADDITIONAL LOCATION INCLUSION REPORT	Page 32 of 36
	⊠ Yes □ No	
9.11	For programs that include practica, externships, or internships, does the institution have a written and that outlines the arrangement between the institution and the practicum site, including specific le requirements, and evaluation criteria? Yes No Not Applicable (these elements are not part of the program or no needing them)	earning objectives, cours
9.12	Does the program use independent studies? ☑ Yes ☐ No	
9.13	Are independent studies used appropriately, and is there a contract signed by the student and the inst standards? ☑ Yes ☐ No	titution that meets Counci
9,14	Are the curriculum and length of the program appropriate to meet the educational and placement objectiv ☑ Yes ☐ No	es of the program?
9.15	Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and ar Yes No	e they being followed?
9.16	Is an appropriately detailed syllabus on file for each course that includes: (a) Title and course descriptions Yes	
9.17	Do students confirm that they receive a course syllabus and that it is followed? ☑ Yes ☐ No	
9.18	Are the courses available when needed by the student in the normal pursuit of a program of study? Yes No	

VER. September 1, 2013 ACICS INITIAL, REEVALUATION, OR ADDITIONAL LOCATION INCLUSION REPORT Page 33 of 36 9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council? Yes Not Applicable (there have been no graduates) Was documentation on file to verify graduates classified on the CAR as "not available for placement"? 9.20 Not Applicable FOR ALL VISITS 9.24 Are the following appropriate to adequately support the number and nature of the program? (a) Facilities. X Yes No (b) Instructional equipment. X Yes No (c) Resources. X Yes No (d) Personnel. X Yes No 9.25 Are the following elements appropriately incorporated into the instructional components of the program? (a) Systematic planning. No X Yes (b) Well-defined instructional objectives. ☐ No X Yes (c) The selection and use of appropriate and current learning materials. X Yes (d) Appropriate modes of instructional delivery. X Yes No (e) The use of appropriate assessment strategies. X Yes No The use of appropriate experiences. X Yes No FOR NONDEGREE PROGRAMS, OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, AND BACHELOR'S DEGREES ONLY 9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded? X Yes No 9.28 Is the size of the faculty appropriate to the total student enrollment? X Yes No FOR OCCUPATIONAL ASSOCIATE'S, ACADEMIC ASSOCIATE'S, BACHELOR'S AND MASTER'S DEGREES ONLY 9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?

FOR ACADEMIC ASSOCIATE'S, BACHELOR'S, AND MASTER'S, DEGREES ONLY

9.30 Are teaching loads reasonable?

No

X Yes

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VER. S	September 1, 2013	ACICS INITIAL, R	EEVALUATION, OR ADDITIONAL LOCATION INCLUSION REPORT	Page 34 of 36
	⊠ Yes	□No		
FOR .	ACADEMIC AS	SOCIATE'S DE	GREES ONLY	
9,38			I to complete the program at least 60 semester hours, 90 quarter last six quarters, or the equivalent?	nours, or their equivalent, earned
9.39	Is there a min Yes	mum of 30 seme	ster hours, 45 quarter hours, or their equivalent in courses within	the area of concentration?
9.40	Does the curr degree? Yes	culum quantitativ	vely and qualitatively approximate the standards at other collegia	ate institutions offering the same
9.41	Is enrollment	n the second acad	demic year of the two-year program sufficient to support regularly Not Applicable (no students in the second year)	y scheduled classes?
9.42	Are the secon	l-year courses ba	sed upon appropriate first-year prerequisites? Not applicable	
The process of the COM This is Studen	MENDATIONS s a well-run can	conceived, directed: upus with compe	ed, and taught. tent caring faculty, administration, and staffall dedicated to the education received and feel they are acquiring the necessary skill	

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SUMMARY

There are no areas of non-compliance.

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RECOMMENDATIONS

The evaluation team offers the following recommendations for the campus's consideration (These recommendations are not included in the report seen by the Council.):

General

 That a definition of "Student Outcomes" be included in the CEP. This will give more clarity to the following discussion in the document that focuses on data analysis.

Criminal and Forensic Technology

 When updating or reviewing each course syllabus on file for the Criminology and Forensic Technology program, include the date of review on the front page.

Drafting and Design Technology

More field trips related to the core courses of the program.

Electrical Engineering Technology and Network Systems Administration

 The campus provide full-time lead instructors for the programs; currently utilizing part-time instructors on a rotating basis potentially results in confusion and an inconsistent decision-making process for the programs and, more importantly, for the students.



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MAIN

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Dates of Visit: September 26-27, 2012

Richard Lynch	Chair	University of Georgia	Athens, GA
Diana Igo	Student-Relations Specialist	Minnesota School of Business- Blaine	Maple Grove, MN
Thomas Mosely	Education Activities	Alabama Department of Education (retired)	Boaz, AL
Alex Yarbrough	Criminal Justice Programs	Virginia College	Birmingham, AL
Randy Roof	Drafting and Design Programs	Education Consulting	Hendersonville, TN
Owate Akeh Chujor	Electronics Technology Programs	Minnesota School of Business	Brooklyn Center, MN
Mark Baldwin	Drafting and Design Programs	Devry University	Golden, CO
Carlton Lawrence	Information Technology Programs	New York Life	Denver, CO
DeWayne Johnson	Information Technology Programs	Westwood College	Los Angeles, CA
Mary Fleck	Business and Project Management Programs	Ignite	Haslet, TX

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ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS

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Kathryn Sellers	Staff Representative	ACICS	St. Augustine, FL

VER Sept. 1, 2012 AC

ACICS INITIAL, REEVALUATION, OR ADDITIONAL LOCATION INCLUSION REPORT

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PROGRAMS OFFERED BY ITT TECHNICAL INSTITUTE KNOXVILLE, TN

	ACICS				1	R	CAR Retention & Placement			
CREDENTIAL EARNED (As defined by the	CREDENTIAL (Certificate, Diploma, Occupational Associate's, Academic Associate's, Bachelor's,		Clock	Qtr.	Enroll: Full- time/ Part-		11		2010	
institution)	Master's, or Doctoral)	PROGRAM TITLE	Hrs.	Hrs.	time	Ret.	Pla.	Ret.	Pla	
Bachelor of Applied Science Degree	Bachelor's Degree	Information Systems and Cybersecurity *	2164	180	19 FT / 1 PT	N/A	N/A	N/A	N/A	
Bachelor of Applied Science Degree	Bachelor's Degree	Information Systems Security	2080	180	7 FT	82.4%	100%	100%	75%	
Bachelor of Applied Science Degree	Bachelor's Degree	Data Communication Systems Technology	2100	180	1 PT	77.4%	66.7%	85.45%	57.14%	
Bachelor of Applied Science Degree	Bachelor's Degree	Project Management	2040	180	1 FT	76.3%	100%	100%	0%	
Associate of Applied Science Degree	Academic Associate's Degree	Network Systems Administration *	1058	90	50 FT / 22 PT	N/A	N/A	N/A	N/A	
Associate of Applied Science Degree	Academic Associate's Degree	Information Technology – Computer Network Systems	1090	96	33 FT / 16 PT	79.7%	67.4%	76.25%	80%	
Associate of Applied Science Degree	Academic Associate's Degree	Software Development Technology	1120	96	2 FT / 1 PT	76.6%	0%	91.3%	0%	
Bachelor of Applied Science Degree	Bachelor's Degree	Electrical Engineering and Communications Technology **	2127	180	0	N/A	N/A	N/A	N/A	
Bachelor of Applied Science Degree	Bachelor's Degree	Electronics and Communications Engineering Technology	2110	180	5 FT	95%	85.7%	89.47%	100%	
Associate of Applied Science Degree	Academic Associate's Degree	Electrical Engineering Technology *	1058	90	40 FT / 18 PT	N/A	N/A	N/A	N/A	
Associate of Applied Science Degree	Academic Associate's Degree	Computer and Electronics Engineering Technology	1120	96	14 FT / 3 PT	66.9%	84%	63.49%	87_5%	
Bachelor of Applied Science Degree	Bachelor's Degree	Digital Entertainment and Game Design	2100	180	3 PT	87.8%	66.7%	86.44%	18.18%	
Associate of Applied Science Degree	Academic Associate's Degree	Drafting and Design Technology *	1058	90	14 FT / 13 PT	N/A	N/A	N/A	N/A	
Associate of Applied Science Degree	Academic Associate's Degree	Graphic Communications and Design *	1058	90	14 FT / 8 PT	N/A	N/A	N/A	N/A	
Associate of Applied Science Degree	Academic Associate's Degree	Computer Drafting and Design	1140	96	11 FT / 5 PT	68.7%	59.4%	73.73%	70.37%	
Associate of Applied Science Degree	Academic Associate's Degree	Visual Communications	1110	96	21 FT / 4 PT	72,1%	37.5%	68.4%	57.14%	
Bachelor of Applied Science Degree	Bachelor's Degree	Business Management **	1896	180	0	N/A	N/A	N/A	N/A	
Bachelor of Applied Science Degree	Bachelor's Degree	Project Management and Administration - Project Management and Administration Option *	1940	180	31 FT / 4 PT	N/A	N/A	N/A	N/A	
Bachelor of Applied Science Degree	Bachelor's Degree	Project Management and Administration – Construction Option	2039	180	0	N/A	N/A	N/A	N/A	
Bachelor of Applied Science Degree	Bachelor's Degree	Project Management and Administration – Information Technology Option	2050	180	0	N/A	N/A	N/A	N/A	

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Associate of Applied Science Degree	Academic Associate's Degree	Business Management *	970	90	8 FT / 6 PT	N/A	N/A	N/A	N/A
Bachelor of Applied Science Degree	Bachelor's Degree	Criminal Justice	1880	180	17 FT / 5 PT	86.1%	61.9%	76.92%	61.54%
Associate of Applied Science Degree	Academic Associate's Degree	Criminology and Forensic Technology *	981	90	63 FT / 10 PT -	N/A	N/A	N/A	N/A
Associate of Applied Science Degree	Academic Associate's Degree	Criminal Justice	1020	96	41 FT / 15 PT	69.2%	64.5%	66.99%	80%
Associate of Applied Science Degree	Academic Associate's Degree	Paralegal **	981	90	0	N/A	N/A	N/A	N/A
Associate of Applied Science Degree	Academic Associate's Degree	Paralegal Studies	1030	96	1 FT / 2 PT	41.9%	0%	84.62%	0%

TOTAL ENROLLMENT

529

- Notes: Type in bold any retention rate below 62.0% and any placement rate below 58.0%. Delete either Sem. or Qtr. in the column 3 heading. Add or delete rows as needed.
- * Program reviewed for the first time. Most programs being reviewed for the first time are essentially revised programs for ITT campuses; that is, programs that are being changed from 4.0 credit hours awarded for most courses to 4.5 credit hours for most courses and from 96 quarter total credits hours to 90 quarter credit hours required in academic associate degree programs. The academic associate's degree program in Business Management is being offered for the first time this term, but is not replacing a similar program previously offered at this campus.
- The following are plans for programs with no current enrollment, all start dates are based on student demand and perceived employer need: (a) bachelor's degree in Electrical Engineering and Communications Technology, expected start in June 2013, (b) bachelor's degree in Project Management and Administration (Construction option), anticipated start in September of 2013; (c) bachelor's degree in Project Management and Administration (Information Technology option), anticipated start in 2014; and (d) academic associate's degree in Paralegal, anticipated start in 2014.
- *** For any program (s) not reviewed because of specialized accreditation, please indicate which program(s), the specialized agency, and the grant expiration date (s). N/A

INTRODUCTION

ITT-Knoxville is one of many campuses (~140 in 35 states) owned and operated by ITT/ESI (ITT Educational Services, Inc.). The school opened in March, 1988 and moved into its current location in 2004. It is anticipated that the campus facility will be relocated in December of 2012.

All campuses (i.e., additional locations) owned and operated by ITT/ESI have the same management structure. A director acts as a general manager at the specific location and oversees academic affairs, career services, finance, recruitment, and the registrar at that campus. The campus director reports to a district manager, who in turns reports to the senior vice president for operations at the central administration office in Indianapolis, IN.

At this campus, the various programs are administered into five schools: Information Technology, Electronics, Drafting and Design, Criminal Justice, and Business. Each school is headed by a school director. Some programs within the various schools are also headed by a lead instructor. The programs identified in the table above are currently being offered or, as noted, will soon be offered. In addition, the campus anticipates offering a program in Nursing, has employed a program chair to launch the program, and will begin the promotion and recruitment process as soon as various approvals have been received.

ITT Tech has developed new 4.5 credit hour courses, leading to 90 quarter credit hour academic associate degree programs. This campus is teaching out the current 4.0 credit hour per course/96 quarter total credit hour programs and replacing them with the 4.5 credit hour per course, 90 total quarter credit hour programs. The "new" programs now consist of 20 courses instead of 24, or 90 hours instead of 96. In the December quarter of 2011, the Knoxville campus added the identified new 4.5 credit/90 hour programs. Those students who were enrolled in

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a 96-credit hour program remained in that existing program with new students enrolling in the new 90-credit hour program. The new programs will allow students to complete an academic associate degree program in 6 2/3 quarters instead of eight.

The majority of the students (87%) at the Knoxville location attend evening classes. They tend to be full-time and male; less than 30% of the students are female. Twenty-seven percent of the students identified themselves as Caucasian; however, the majority of students (~65%) do not disclose their racial identification.

The campus is authorized by the Tennessee Higher Education Commission to operate as a postsecondary institution through June 30, 2013. The campus is also approved by the State of Tennessee for vocational rehabilitation and for training of veterans by the Tennessee Higher Education Commission, Veterans' Education Division.

MISSION

1.01 Respons	se submitted by Academic Administrative Center
1.02 Respons	se submitted by Academic Administrative Center
1.03 Respons	se submitted by Academic Administrative Center
1.04 Respons	se submitted by Academic Administrative Center
	mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are ble and understandable to the public?
⊠ Yes	□ No
1.06 Is the ca	ampus committed to successful implementation of its mission?
⊠ Yes	□No
1.07 Does the	e campus have a current Campus Effectiveness Plan (CEP)?
⊠ Yes	□No
1.08 Does the	e campus have its own CEP, separate from the institution's IEP?
⊠ Yes	□No
1.09 Does the	e CEP describe the following?
The cha	racteristics of the programs offered.
⊠ Yes	□ No
The cha	racteristics of the student population.
⊠ Yes	□ No
The type	es of data that will be used for assessment.
⊠ Yes	□No
Specific	goals to improve the educational processes.

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⊠ Yes	□ No		
Expected	doutcomes	s of the plans.	
⊠ Yes	□No		
1.10 Are the	following f	five required elements evaluated in the CEP?	
Student	retention.		
⊠Yes	□ No		
Student	placement.		
⊠Yes	□ No	☐ Not Applicable (new branch only)	
Level of	graduate s	eatisfaction.	
⊠Yes	□ No	☐ Not Applicable (new branch only)	
Level of	employer	satisfaction.	
⊠Yes	No No	☐ Not Applicable (new branch only)	
Student	learning or	itcomes.	
⊠ Yes	□ No		

1.11 Describe the student learning outcomes used by the campus in each program and how these outcomes are being assessed.

ITT/ESI uses a centralized curriculum development model, meaning that all course syllabi, course outlines, objectives, and examinations are standardized to ensure that the desired program and course outcomes are demonstrated by the student. All courses include at least one midterm and a final exam that are to be given to all students. It is company policy; however, that individual faculty members can select learning activities at the unit level to maximize use of student's learning styles and academic abilities. Within that framework, the following are the student learning outcomes for the various programs at this campus.

School of Business

According to information in the campus catalog and Self Study, the student learning outcomes identified with programs currently administered in the School of Business are as follows:

- Bachelor's degree in Project Management and Administration helps students understand the project planning process, including
 the project life cycle, requirements and scope of quality assurance plans, techniques and tools used in project management for
 planning, scheduling, and creating strategies to identify risks and quantify their impact. The program offers graduates an
 opportunity to develop knowledge and skills to help them pursue careers in a variety of entry-level project management and
 administration positions.
- Bachelor's degree in Project Management and Administration (Information Technology option) helps students understand how to
 apply principles of information technology, computer systems management, and business operations to the planning, management,
 and evaluation of information technology in organizations.
- Bachelor's degree in Project Management and Administration (Construction option) knowledge and skills needed to lead the
 management of variety of projects in the construction industry. Students learn and practice the techniques of initiating, planning,
 organizing, staffing, guiding, monitoring, and controlling a project through an integrated process to meet identified requirements

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through project completion on time and on budget. The program is also designed to foster critical thinking, analysis, and communication skills.

- Bachelor's degree in Business Management exposes students to fundamental knowledge and skills utilized in entry-level business positions. Students study a variety of concepts in marketing, sales, accounting, communications, finance, and management as well as teamwork, technology, and problem solving. Upper-division courses expose students to advanced management, quantitative analysis, business forecasting, leadership, and business policy.
- Academic associate's degree in Business Management exposes students to fundamental knowledge and skills utilized in entry-level business positions. Students study a variety of concepts in marketing, sales, accounting, communications, finance, and management as well as teamwork, technology, and problem solving.

In discussions with faculty and students and a review of course materials, the team concluded that assessment takes place through course projects, modeling, portfolios, a capstone course, and written and computer-generated examinations.

School of Criminal Justice

According to descriptive information in the campus catalog, the student learning outcomes identified with programs currently administered in School of Criminal Justice are as follows:

- Bachelor's degree in Criminal Justice Teaches the fundamentals of the criminal justice system and criminal justice skills. The program offers a foundation in criminal law, legal procedures, criminal evidence, and criminology. Areas of study include law enforcement, the courts, and corrections. Students are taught about the legal system and law enforcement standards to help them develop technical skills used in today's criminal justice environment. In the bachelor's degree, upper-level courses enhance the study of the criminal justice system and expand into areas such as criminalistics, victimology, and forensics investigations.
- Academic associate's degree in Criminal Justice Teaches the fundamentals of the criminal justice system and criminal justice skills. The program offers a foundation in criminal law, legal procedures, criminal evidence, and criminology. Areas of study include law enforcement, the courts, corrections, criminal investigations, security, policing, and interpersonal skills. Students are taught about the legal system and law enforcement standards to help them develop technical skills used in today's criminal justice environment.
- Academic associate's degree in Criminology and Forensics Technology student outcomes include the skills needed in the field of
 criminology and forensics. Areas of study include the criminal justice system, criminal law, law enforcement, forensics,
 investigations, report writing, communications, problem solving and computer coursework.
- Academic associate's degree programs in Paralegal and Paralegal Studies expose students to fundamental skills utilized in entry-level paralegal and legal assistant positions. The programs introduce the fundamentals of ethics, legal research and writing, law office technology, and specific areas of the law such as criminal law, family law, wills, trusts, and estates and litigation among others. Students are exposed to teamwork concepts technology and multiple approaches to problem solving.

In discussions with faculty and students and a review of course materials, the team concluded that assessment takes place through course projects and final examinations. Course projects include research from legal data bases, field trips to local legal offices, and student individual visitations to firms utilizing paralegal employees.

School of Drafting and Design

According to descriptive information in the campus catalog, the various programs in the School of Drafting and Design have the following as student learning outcomes:

Bachelor's degree in Digital Entertainment and Game Design – prepare for a variety of entry-level positions involving
technology associated with designing and developing digital games and multimedia applications. Program provides a
foundation in digital game design through the study of subjects such as gaming technology, game design process, animation,
level design, and general education subjects. Job functions that are taught include working as part of team to help design,
develop, test, and produce video games or create animations and 3D scenes for use in video games.

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- Academic associate's degree in Computer Drafting and Design prepare for career opportunities in entry-level positions in
 many diverse areas of technical drafting and design; produce drawings in traditional design and drafting fields; and use
 appropriate computer-aided drafting with conventional methods of graphic communication to solve drafting and basic designrelated problems.
- Academic associate's degree in Drafting and Design Technology exposure to a variety of fundamental skills utilized in entry-level computer-aided drafting (CAD) and design positions as well as CAD technologies and conventional drafting methods to produce various designs, working drawings, charts, forms, and records.
- Academic associate's degree in Graphic Communications and Design exposure to fundamental skills utilized in entry-level
 graphic design, visual communications, and related positions; explore communicating ideas and concepts through print and
 interactive multimedia communication; generate technologically appropriate, functional, and aesthetically pleasing solutions
 for graphic communications and design projects.
- Academic associate's degree in Visual Communications perform tasks associated with designing and creating interactive
 multimedia communications and print communications, graphic design, multimedia applications, and other related technical
 subjects

Learning outcomes utilized by the School of Drafting and Design Technology are measured in a variety of ways throughout the programs offered. In lecture/theory courses, quizzes and examinations are primarily used. The lab courses emphasize proving the theories and determining laws through demonstrations and skill measurement on a wide array of equipment. The school utilizes capstone projects for final evaluation of students before graduation.

School of Electronics Technology

According to descriptive information in the campus catalog and the self-study, the programs in the School of Electronics Technology have the following as student learning outcomes:

- Bachelor's degree in Electrical Engineering and Communications Technology foundation to prepare for a variety of entry-level
 positions in fields involving electronics engineering technology, including communication systems. Program offers skills and
 knowledge in electronic circuitry and communications engineering technology through the study of subjects such as circuit
 analysis, circuit design, data and network communications, digital communications in the presence of noise, calculus, and
 additional general education coursework.
- Bachelor's degree in Electronics and Communications Engineering Technology foundation to prepare for a variety of entry-level
 positions in fields involving electronics engineering technology, including communication systems. Program offers skills and
 knowledge in electronic circuitry and communications engineering technology through the study of subjects such as circuit
 analysis, circuit design, data and network communications, digital communications in the presence of noise, calculus, and
 additional general education coursework.
- Associate's degree in Electrical Engineering Technology exposure to a variety of fundamental skills utilized in entry level
 electrical and electronics technician positions. Subjects provide knowledge and skills for entry-level electrical and electronics
 engineering technology positions, such as electronic technician, service technician, telecommunications technician, and
 engineering technicians.
- Associate's degree in Computer and Electronics Engineering Technology foundation to prepare for careers in a variety of entrylevel positions in electronics and computer technology, such as aviation, communications, computers, consumer products, defense, and research and development; acquaint students with certain circuits, systems and specialized techniques used in electronics and computer technology.

Learning outcomes utilized by the School of Electronics Technology are measured in a variety of ways throughout all programs offered. In lecture/theory courses, quizzes and examinations are primarily used. The lab courses emphasize proving the theories and determining laws through demonstrations and skill measurement on a wide array of equipment.

School of Information Technology

According to descriptive information in the campus catalog, the five programs currently offered in the School of Information Technology have the following as student learning outcomes:

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- Bachelors' degree in Data Communication Systems Technology knowledge and skills required to design, deploy, and manage
 data communications systems and infrastructures. The technical content focuses on theories and applications of various popular
 data communication technologies and platforms. The curriculum builds upon topics of networking and internetworking standards
 and protocols, routing, switching, capacity planning, traffic engineering, Web technologies, network service integration, and
 various configurations that enable desired functions in given systems.
- Bachelor's degree in Information Systems and Cybersecurity Preparation to cover a range of activities spanning analysis to design
 and implementation of security systems to security monitoring and countermeasures and ongoing administration. Students study the
 essentials of information security and the security aspects of common information technology platforms and are exposed to
 techniques used to deploy and manage security systems and configure solutions.
- Bachelor' degree in Information Systems Security Preparation to cover a range of activities spanning analysis to design and
 implementation of security systems to security monitoring and countermeasures and ongoing administration. Students study the
 essentials of information security and the security aspects of common information technology platforms and are exposed to
 techniques used to deploy and manage security systems and configure solutions.
- Bachelor's degree in Project Management knowledge and skills required to serve and lead project teams in a variety of settings.
 The program offers students the opportunity to learn and practice the techniques of initiating, planning, organizing, staffing,
 guiding, monitoring, and controlling a project through integrated processes to meet the identified requirements on time and on
 budget. The program explores various areas of the Project Management Body of Knowledge (PMBOK). The program is also
 designed to foster critical thinking, analysis, and communication skills.
- Associate's degree in Network Systems Administration acquire fundamental skills utilized in entry-level computer network systems administration positions, including various aspects of network hardware and software maintenance and monitoring, configuring and supporting a local area network (LAN) and a wide area network (WAN), Internet systems, and segments of network systems.
- Associate's degree in Information Technology (Computer Network Systems Option) perform tasks associated with installing, upgrading, and maintaining computer network systems in typical LAN/WAN environments; includes computer programming, survey of operating systems, network design and implementation, and network systems management.
- Associate's degree in Software Development Technology knowledge and skills to pursue positions involving computer software
 development. Areas of study include logical and algorithmic analysis and design, object-oriented programming and relational
 databases programming languages, and development tools. Web scripting and programing, Web services and applications, software
 development lifecycles, and business and ethical impacts on software development practices are taught and assessed.

Assessment in these programs primarily takes place in laboratories identified with each program through demonstrations on the appropriate equipment and completion of computer-based projects, problems, and simulations of common workplace computer and IT tasks, as well as written and computer-generated examinations.

tasks, as well as written and computer-generated examinations.

1.12 Are the following identified and described in the CEP?

Are the i	ollowing i	dentified and described in the CEP?
The base	line data f	or each outcome.
⊠ Yes	□No	☐ Not Applicable
The data	used by th	e campus to assess each outcome.
⊠ Yes	☐ No	☐ Not Applicable
How the	data was c	ollected.
⊠ Yes	□ No	☐ Not Applicable
An analy	eie and em	mary of the data collected and an explanation of how the data will be used to improve the educational pro

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⊠ Y	es [] No	☐ Not Applicable	
	bility (pr		ablished annual placement and retention goals in its CEP that take into account its rates a sly referred to as AIR) Reports and that demonstrate its ability to maintain or improve referred to as AIR).	
× N	res [] No		
1.14 Has	the camp	ous pu	iblished specific activities that will be undertaken to meet placement and retention goals	?
\boxtimes y	res [] No		
1.15 Desc	cribe the	speci	fic activities that the campus will undertake to meet these goals.	
mon atter plac com deve digit nego	itoring in indance, rement, a imunity. Plop stroitally capi obtation v	nstruc etenti new i The d nger r ture m	nmitted to monitoring daily attendance, advising students who are absent or at risk for n tor and chair contact with absent students to improve completion. Faculty are monitored on, and success. Instructors who are not meeting the metrics are redirected, coached, medirector of career services has been employed to enhance the placement role and relation irector will conduct "reputation building events" with the community, increase the numelationships, and create opportunities for employers to visit the campus. Career services nock interviews with students and local employers for training purposes and provide resultings for graduates and pre-graduates.	I very closely on metrics of entored, or reassigned. As for aships with the business ber of employer contacts to staff also plan to conduct and
1.16 Doe:	s the can	ipus h	save documentation to show the following?	
(a)	That the	EIEP	has been implemented.	
	⊠ Yes		l No	
(b)	That sp	ecific	activities listed in the plan have been completed.	
	X Yes] No	
(c)	That pe	riodic	progress reports have been completed.	
	X Yes] No	
1.17 Who describe t			e for implementing and monitoring the CEP? Describe this individual's qualifications. It	f a committee is utilized please
			ssists of the campus director, dean, associate dean, director of finance, director of recruit school chairs, and faculty representatives from each school of study at the campus.	ment, director of career
1.18 Does	s the can	ipus h	have documentation to show that the CEP is evaluated at least annually?	
\boxtimes y	les [] No		
GENERA	L COM	IMEN	NTS:	

At the beginning of the visit, the team was concerned that the campus had insufficient data and information on two elements of its CEP: graduate satisfaction and employer satisfaction. Further there was insufficient analysis of the data that were provided and how these limited data were being used to improve educational processes. The team was informed that the surveys of graduates and their employers were conducted by ITT Headquarters (HQ) one year after completion of the students' programs and agreed that the returns were minimal. For example, in reviewing data from graduates from 2010 to 2012, the team found inadequate information on the numbers of surveys mailed, numbers returned, and what it is the data meant to continuous improvement objectives. There were 137 graduate exit interviews, with 7 returns

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(~5 percent). The team also noted that the August 2012 CEP update indicated that there has been "inaccurate student contact information" and "weak long-term relationships with graduates...." The team was able to determine that 565 surveys had been mailed to employers during the time frame, with 42 returned (~7%). On the final day of the visit, the team was presented with copies of e-mails and a PowerPoint presentation (dated August 2012) that included descriptive information on the campus' plan to survey employers and graduates and to more closely align the survey process with ACICS requirements. Career development staff were instructed to contact all graduates and employers and stress that a survey was forthcoming and how important it is to complete the surveys and to "use those surveys to help us continue to make improvements." The campus director and a relatively new career services director have established additional strategies and activities to engage more robustly with program area advisory committees, graduates, and the employment community and document relevant feedback.

ORGANIZATION

2.01	(a) Response submitted by Academic Administrative Center
2.01	(b) Response submitted by Academic Administrative Center
2.01	Is the following information regarding the campus appropriately stated in the catalog?
	(c) Names of the administrators.
	⊠ Yes □ No
2.02	Does the campus:
	(a) Adequately train its employees?
	⊠ Yes □ No
	(b) Provide them with constant and proper supervision?
	⊠ Yes □ No
	(c) Evaluate their work?
	⊠ Yes □ No
2.03	Is the administration of the campus efficient and effective?
	⊠ Yes □ No
2.04	Does the campus maintain written documentation to show that faculty and staff members:
	(a) Clearly understand their duties and responsibilities?
	⊠ Yes □ No
	(b) Know the person to whom they report?
	⊠ Yes □ No
	(c) Understand the standards by which the success of their work is measured?
	⊠ Yes □ No

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2.05 Does the	administration maintain documentation of the evaluation of the facu	Ity and staff?
⊠ Yes	□No	
2.06 Has the	campus adopted a policy on academic freedom that has been commun	nicated to the faculty?
⊠ Yes	□No	
2.07 Does the	campus have an appropriate grievance policy for faculty and staff?	
⊠ Yes	□No	
2.08 Does the of ACICS?	campus catalog or the student handbook contain an appropriate grie	vance policy for students that includes the name and address
⊠ Yes	☐ No ☐ Not Applicable (initial applicants only)	
2.09 Respons	e submitted by Academic Administrative Center	
ADMIN	ISTRATION	
	evidence that the chief on-site administrator(s) or the self-study coord of the prior to the final submission of the self-study?	linator for the campus attended an accreditation workshop
⊠ Yes	□No	
3.02 Are all s	aff well trained to carry out administrative functions?	
⊠ Yes	□No	
3.03 Who is t	he on-site administrator, and what are this person's qualifications?	
College, Commun experient before h	lley Parish has been campus director since August of 2011. Mr. Paris a bachelor's degree in Organizational Management from Tusculum Calty College, the University of Tennessee Knoxville, and Western Goce in various management and leadership positions with government s employment as campus director, Mr. Parish was vice president of Oproject management, solar technology, and health information management.	College, and additional course work from Pellissippi State overnor's University. Mr. Parish has nearly 20 years private industry, and higher education agencies. Just Concord Professional Services, Inc., a firm specializing in
3.04 Does the	campus list degrees of staff members in the catalog?	
⊠ Yes	□No	
If Yes, is	appropriate evidence of the degrees on file?	
⊠ Yes	□No	
If the de	grees are not on file, insert the section number in parentheses, list sta	ff member names, degrees, and awarding institution, and
NOTE:	The campus lists the degrees of some staff members, but not all.	
3.05 Is there	evidence that the campus keeps adequate records to support the follow	wing administrative operations?

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(a) Res	ponse submitted by Academic Administrative Center
(b) Ad	missions.
⊠ Yes	□No
	ponse submitted by Academic Administrative Center
(d) Res	ponse submitted by Academic Administrative Center
(e) Gu	dance.
⊠ Yes	□No
(f) Ins	ructional resources.
⊠ Yes	□No
(g) Sur	plies and equipment.
⊠ Yes	□No
(h) The	school plant.
⊠ Yes	□No
(i) Fac	ulty and staff.
⊠ Yes	□ No.
(j) Stu	dent activities.
⊠ Yes	□No
(k) Stu	dent personnel.
⊠ Yes	□No
3.06 Response	submitted by Academic Administrative Center
3.11 Do stude	nt files contain evidence of graduation from high school or the equivalent?
⊠ Yes	□No
3.12 Are appr	opriate transcripts maintained for all students?
⊠ Yes	□ No.
3.13 Is the gra	ding system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?
⊠ Yes	□No
3.14 Are stud	ent records protected from theft, fire, water damage, or other possible loss?
⊠ Ves	□ No.

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3.15 Does the	campus maintain transcripts for all students indefinitely?	
⊠ Yes	□ No	
3.16 Does the	campus maintain admissions data and other records for at least five years from the last date	of attendance for all students?
⊠ Yes	□No	
GENERAL O	COMMENTS:	
The tean	n greatly appreciates the cooperation and conviviality of all staff, faculty, and students at this	campus.
RELAT	IONS WITH STUDENTS	
4.01 How ma	ny student files were reviewed during the evaluation?	
The tean	reviewed 54 files during the campus evaluation.	
4.02 How doe	es the institution ensure that its student relations reflect high ethical standards?	
prospect procedu	pus ensures that its student relations reflect high ethical standards through disclosure of campive students during the enrollment process. Students are required to sign a document, acknownes. The team verified the information is stored in student files. Further, the campus provides on program, providing information on campus policies, expectations, good study habits, and	wledging receipt of policies and s an extensive new student
4.03 Does the	campus have appropriate admissions criteria?	
⊠ Yes	□ No	
4.04 Does the	campus contract with third parties for admissions and recruiting purposes?	
Yes	⊠ No	
	evidence to document that admissions criteria are applied consistently to all students admitted teria (e.g., that students admitted into specific programs for the same start date are admitted	
⊠ Yes	□No	
4.06 reviewe	d at AAC	
4.07 Is the ad	missions policy publicly stated?	
⊠ Yes	□No	
4.08 Is the ad	missions policy administered as written?	
⊠ Yes	□No	
4.09 Who is r	esponsible for the oversight of student recruitment at the campus and what are this person's c	qualifications?
Ms. Dea	nna Slusher is responsible for the oversight of student recruitment at the campus. Ms. Slushe	er holds a bachelor's degree in

ED00024957

Technical Project Management from ITT Technical Institute in Knoxville, Tennessee. Ms. Slusher has over 2 years experience as a

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manager trainee, manager of recruitment, and director of recruitment with ITT Technical Institute.

4.10 Describe the process for the recruitment of new students.

awarding, and disbursement?

The campus markets to prospective students through the internet, television, radio advertising, and direct mail. Admissions representatives generate personally-developed leads and referrals. The admissions representative schedules an appointment with the potential student to meet at the campus. Once the student reaches the campus, the admissions representative presents an interactive PowerPoint presentation, outlining program/course offerings, services provided by the campus, program expectations, tuition costs, and terms of enrollment. Immediately following the presentation, the prospective student is given a tour of the campus and an introductory meeting with the financial aid department. During the enrollment process, a student is required to sign an enrollment agreement and disclosure forms, outlining campus policy and procedures. Following enrollment, the student is scheduled for a more extensive appointment with a representative from the financial aid office.

	appointn	ent with a representative from the financial aid office.
	Are these	e recruiting practices ethical and compatible with the educational objectives of the institution?
	⊠ Yes	□ No.
	I Are indivowing?	riduals engaged in admissions or recruitment activities communicating current and accurate information regarding the
	(a) Cours	ses and programs.
	⊠ Yes	□No
	(b) Servi	ces.
	⊠ Yes	□No
	(c) Tuitio	on.
	⊠ Yes	□No
	(d) Term	S.
	⊠ Yes	□ No
	(e) Opera	ating policies.
	⊠ Yes	□No
		institution use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income t, or as a result of other marketing activity?
	Yes	⊠ No
4.1	3 Does the	state in which the campus operates require representatives to be licensed or registered?
	Yes	⊠ No
4.1	4 Are the t	itles of recruitment and enrollment personnel appropriate?
	⊠ Yes	□ No.
4.1	5 Does son	neone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging,

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⊠ Y	es 🔲	No	
4.16 Are a	ıll recruite	rs supervised by the campus to ensure that their activities are in compliance with all applical	ole standards?
⊠ Y	es 🗆 1	No	
4.17 revie	wed at A	nC	
4.18 Is the	ere eviden	ce that the campus properly awards transfer of credit?	
⊠ Y	es 🔲	No Not Applicable	
4.19 Does	the camp	us publicize its transfer credit policies, including policies related to accepting transfer credit	from another institution?
⊠Y	es 🔲	No.	
4.21 Is the	standard	s of satisfactory academic progress policy published in the catalog?	
⊠ Y	es 🔲	No	
If Ye	s, state the	e page number(s) where the standards of satisfactory academic progress policy is published?	
		of satisfactory academic progress policy is stated in the ITT Technical Institute - Knoxville, pp. 73-76.	ΓN catalog, (2012-2013,
4.22 Does	the stand	ards of satisfactory academic progress (SAP) policy published in the catalog contain the followers	owing?
(a)	A definiti	on of the maximum time frame allowed for students to complete a program as 1.5 times the	normal program length.
⊠Y	es 🔲 1	No	
		le that designates the minimum percentage of work that a student must successfully complete the program within the maximum time frame.	e at the end of each evaluation
⊠ Y	es 🔲 i	No	
(c)	Procedure	es for re-establishing satisfactory academic progress.	
⊠Y	es 🔲 1	No	
(d)	A definiti	on of the effects of the following on the CGPA and successful course-completion percentage	r:
With	drawals.		
⊠ Y	es 🔲 1	No	
Incor	nplete gra	des.	
⊠Y	es 🔲 1	No	
Repe	ated cours	ees.	
⊠ Y	es 🔲	No	
Non-	punitive g	rades.	

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⊠ Yes □	Not Applicable (institution does not offer)
Non-credit or	medial courses.
⊠ Yes □	Not Applicable (institution does not offer)
A probationa	period.
⊠ Yes □	o a constant of the constant o
An appeal pro	SS.
⊠ Yes □	
An extended-	rollment status.
⊠ Yes □	Not Applicable (institution does not offer)
The effect wh	a student changes programs.
⊠ Yes □	Not Applicable (institution only offers one program of study
The effect wh	a student seeks to earn an additional credential.
⊠ Yes □	Not Applicable (institution only offers one credential)
The implicati	of transfer credit.
⊠ Yes □).
.23 Does the cam	s apply its SAP standards consistently to all students?
⊠ Yes □	
.24 Are students	o are not making satisfactory academic progress properly notified?
⊠ Yes □	Not Applicable (no students are in violation of SAP)
.25 Is SAP evaluer shorter?	d at the end of each academic year or at 50% of the normal program length if the program is one academic year in length
⊠ Yes □	o and a second s
	at the end of the second academic year and at the end of each subsequent academic year where students must have a 0 on a scale of 4.0 or its equivalent?
⊠ Yes □	Not Applicable (all programs are one year or less)
.27 Are students	o are not making satisfactory academic progress at the end of the second year dismissed?
⊠ Yes □	Not Applicable (all programs are less than two years)
.28 Are qualitativ	nd quantitative components evaluated cumulatively for all periods of a student's enrollment?
⊠ Yes □	

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4.29 Are stud	lents allow	ved to remain on financial aid during the probationary period?	
⊠ Yes	□ No	☐ Not Applicable (institution does not participate in financial aid)	
If Yes, i	s the stude	ent informed of this policy?	
⊠ Yes	□ No		
4.30 Are stud academic pro		e appeals are granted due to mitigating circumstances placed on probation and considered	to be making satisfactory
⊠ Yes	□ No		
4.31 Are stud		are placed in an extended-enrollment status denied eligibility for federal financial aid (unl	ess there are mitigating
Yes	□ No	Not Applicable (institution does not have extended enrollment and/or does not part	icipate in financial aid)
4.32 Do cred	its attemp	ed during the extended-enrollment status count toward the 1.5 times of normal program le	ength?
☐ Yes	□ No	☑ Not Applicable (institution does not have extended enrollment)	
		have exceeded one and one-half times the standard time frame and were awarded the origingations waived?	nal credential, were any
☐ Yes	□ No	Not Applicable (there is no such student)	
4.34 Are stud	lents requi	red to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs	?
⊠ Yes	☐ No		
4.35 Who is 1	responsibl	e for the administration of satisfactory academic progress, and what are this person's qual	ifications?
from Sp Florida has over	okane Fal in Gainesy 14 years	can, is responsible for the administration of satisfactory academic progress. Mr. Berger has Community College in Spokane, Washington, a bachelor's degree in Business Managen fille, and a master's degree in Education from Fayetteville State University in Fayetteville, of experience in education administration at various colleges and universities, including I this position since September 2011.	nent from the University of North Carolina, Mr. Berge
4.36 Does the	e institutio	n encourage and assist students who are experiencing difficulty in progressing satisfactori	ly in their programs?
⊠ Yes	□ No		
4.37 reviewe	d at the in	stitution level	
4.38 Does the programs in i		n fully disclose the terms, conditions, and application procedures regarding institutional se	cholarship and grant
⊠ Yes	□ No	☐ Not Applicable (institution offers loans only)	
4.39 Are all s	similarly c	ircumstanced students who enrolled at the same time and in the same programs charged the	ne same tuition and fees?
⊠ Yes	□ No		
4.40 Do the f	inancial re	ecords of students clearly show the following?	

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(a) Charges. Yes □ No (b) Dates for the posting of tuition. X Yes ☐ No (c)Fees. X Yes □ No (d) Other charges. Yes No (e) Payments. (f) Dates of payment. Yes □ No (g) The balance after each transaction. X Yes □ No 4.41 Are tuition and fees clearly stated on the enrollment agreement or in the catalog? ⊠ Yes □ No If Yes, have students confirmed receiving a copy of the catalog or enrollment agreement (if one is used)? Yes □ No ☐ Not Applicable 4.42 Is the effective date listed on announcements of changes in tuition and fees? Yes No Not Applicable (institution has not changed tuition or fees) 4.43 Is the institution's refund policy published in the campus catalog? Yes □ No 4.44 Is the refund policy fair, equitable, and applicable to all students? 4.45 Is the campus following its stated refund policy? X Yes □ No 4.46 Does the campus offer financial aid? ☐ No (Skip to Question 4.53.) X Yes

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4.47 Who is	responsible on-site for administering student financial aid, and what are this person's qualification	ns?
from IT	lie Armstrong is responsible on-site for administering student financial aid. Ms. Armstrong holds T Technical Institute in Knoxville, Tennessee. Ms. Armstrong has over 24 years of experience as al Institute.	
4.48 Is the pe	erson who determines the amount of student awards not also responsible for disbursing those awar	rds?
⊠ Yes	□ No	
4.49 Are fina	I student financial aid award determinations made by administrative individuals who are not resp	onsible for recruitment?
⊠ Yes	□ No	
4.50 Is the fit changes in the	nancial aid administrator a member of a state, regional, or national financial aid association and use field?	p to date on procedures and
⊠ Yes	□No	
	e how the financial aid office stays current with regulation and policy changes in financial aid (incident professional organizations held by this individual).	clude all appropriate
with IT Financia Associa	incial aid office stays current with regulation and policy changes in financial aid through webinars. Technical College corporate headquarters and through list serves sent directly from the Tenness al Aid Administrators (TASFAA), Southeastern Association of Student Financial Aid Administration of Veteran's Education Certifying Officials (AVECO). Ms. Armstrong holds weekly meeting trators and is an active member of TASFAA, SASFAA and AVECO.	see Association of Student tors (SASFAA), and the
4.52 Is there	evidence that the financial aid administrator regularly participates in professional awareness activ	rities?
⊠ Yes	□ No.	
4.53 Does the	e campus provide discounts for cash received in advance of the normal payment schedule?	
☐ Yes	No (Skip to Question 4.54.)	
	e the student services offered by the campus such as, but not limited to, structured tutoring, acade orientation, etc.	mic or personal counseling,
	npus provides a variety of student services on campus, including job and career fairs, referrals to catation/day care), student clubs (i.e. electronic's club), a structured tutoring program, and an extension.	
	ow-up studies on graduate and employer satisfaction conducted at specific measuring points follo graduates?	wing the placement of the
⊠ Yes	☐ No ☐ Not Applicable	
	e campus have a written policy that accurately reflects the U.S. Department of Education's definition our programs and/or clock-to-credit hour programs, including conversion ratios? No	n of a credit hour for
4.57 Who is qualifications	the person on staff responsible for the oversight of counseling students on employment opportunity?	ties, and what are this person's

Mr. Kevin Cole is responsible for the oversight of counseling students on employment opportunities. Mr. Cole has a bachelor's degree in

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			m the University of Tennessee in K ent at ITT - Knoxville in May 2012	noxville. Mr. Cole has over 2 years of experience	in employment/career services
4.58	Does the	institution	offer employment assistance to all	students?	
	⊠ Yes	□ No	Not Applicable (institution en	rolls only international students on a student visa)	
4.59	Does the	campus u	e placement percentages or salary p	projections as part of its recruiting activities?	
	☐ Yes	⊠ No			
			ollment on the most current Campu ed on the previous year's CAR?	s Accountability Report (CAR, previously referred	I to as the AIR) the same as the
	⊠ Yes	☐ No			
			o verify the retention rate for the ca he Council?	mpus and for each program as reported on the Can	npus Accountability Report
	X Yes	☐ No	☐ Not Applicable		
4.62	Are stud	ents who r	ceive financial aid counseled conce	erning their student loan repayment obligations?	
	⊠ Yes	□ No.			
4.63	Describe	the proce	s the campus utilizes to ensure that	students are counseled concerning their student loa	an repayment obligations.
	During the a student Database	ne second drops or g	week of the quarter, a financial aid a raduates from school, an exit interv (SLDS), covering the responsibilities	ting to students upon enrollment, guiding them through the idministrator attends the strategies classes to presertiew is conducted, walking the student through the less to student loans, and reviewing balances due for	nt the direct loan video. When National Student Loan
4.64	Describe	the extrac	urricular activities of the institution	(if applicable).	
			eral extracurricular activities availa speakers, reentry reception event,	ble to students, such as: weekly student appreciation and open houses.	ion_events, student clubs and
GEN	NERAL C	COMMEN	TS:		
			ecognize and acknowledge the profe the team noted that the student files	essionalism of the staff members at the ITT Techni were immaculate.	cal Institute, Knoxville,
ΕI	OUCA	TION	AL ACTIVITIES		
5.01	Are the c	redentials	awarded by the campus in complian	ace with its accreditation approval and in compliance	ce with applicable state laws?
	⊠ Yes	□No			
5.02	Who is a	ssigned to	oversee the educational activities of	'all programs at the campus, and what are this pers	son's qualifications?
				educational activities of all academic programs at t ee in Business Management from Fayetteville State	

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5.03 Does this person have appropriate academic or experiential qualifications?

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of

degree in Education from the University of Florida. He has served as dean since September of 2011. Prior to his current position, he was the accreditation liaison and assessment coordinator and faculty member for the College of Micronesia for four years. He was dean at Keiser University for two years and dean of ITT-Orlando for 1 1/2 years. Mr. Berger has served as a faculty member, chair, and associate dean at several ITT schools. He is supported by Ms. Jessica Cox, associate dean for general studies, and the program chairs of the five schools at this campus.

⊠ Yes	□ No
	how the institution makes provisions for program administrators to have sufficient authority and responsibility for the and administration of the programs.
impleme academic administr	n of academic affairs, Mr. Jon Berger, is assigned full time to the position and as such is primarily responsible for curriculum ntation, professional growth and inservice activities, teacher evaluations, student relations, and assistance with employment c staff. The associate dean for general studies, Ms. Jessica Cox, and program chairs assist him in the development and ration of the academic programs. The associate dean and chairs have reduced class loads to provide the time required for rative duties.
5.05 Is the tim	ne devoted to the administration of the educational programs sufficient?
⊠ Yes	□No
5.06 Is there a	a published policy on the responsibility and authority of faculty in academic governance?
⊠ Yes	□ No
5.07- reviewed	d at AAC
5.08 Is there e	evidence that this policy has been adopted and faculty members are aware of it?
⊠ Yes	□No
5.09 Does the	campus have any programs that carry specialized or programmatic accreditation?
☐ Yes	⊠ No (Skip to question 5.10)
5.10 Are the e	educational programs consistent with the campus mission and the needs of its students?
⊠ Yes	□ No
	ormation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other ies such as advisory committees?
⊠ Yes	□No
5.12 What pro	ovisions are made for individual differences among students?

The campus has a structured tutoring program available for students. Tutoring is provided by both peers and faculty. Students with academic issues or concerns may request assistance for tutoring by contacting their instructor, chair, associate dean, or dean. Tutoring is free and provided at convenient times for the student. Students are afforded the opportunity to take online and hybrid courses for general education classes. An open lab is provided once a week, staffed by faculty, to assist in both content and computer operation issues. The campus has a student organization, the Student Ambassadors, who assist with tutoring, advising, and mentoring. Students may request credit for previous college work and demonstrated knowledge and competency. Students with disabilities are encouraged to meet with the campus student disabilities coordinator to discuss and/or learn more about accommodations. The decision to use these services is a

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VER Sept. 1, 2012 ACICS INITIAL, REEVALUATION, OR ADDITIONAL LOCATION INCLUSION REPORT Page 23 of 57 matter of individual choice. The facility is ADA compliant and several accommodations have been made in the past, 5.13 Describe the system in place to evaluate, revise, and make changes to the curriculum. Curriculum evaluation, revision, and change are conducted under the guidance and oversight of the National Curriculum Committee (NCC). ITT corporate has a district chair for each program area. Each district has one member on the NCC. Ms. Jessica Cox, associate dean for general studies, currently serves on the NCC committee for humanities/composition. The district committee conducts scheduled conference calls to individual campuses and teachers to gain input. Faculty can make suggestions to their chair, associate dean, or dean. Each faculty member has access to a faculty collaboration portal to communicate with other teachers, chairs, and corporate staff regarding issues and questions pertaining to specific curriculum matters. ITT also has a policy where faculty members can add up to 20% additional content to their courses. 5.14 Does the faculty participate in this process? Yes □ No 5.15 - reviewed at AAC 5.16 If the institution awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres? X Yes ☐ No NA (institution does not award such credit) If Yes, is there appropriate documentation of the assessments of knowledge, skills, or competencies required? ☐ Yes ☐ No 5.17 Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved? X Yes □ No 5.18 Are the following appropriate to adequately support the number and nature of the general education courses? (If only nondegree programs are offered with no general education courses, skip to 5.19) **Facilities** X Yes No Instructional equipment X Yes No Resources X Yes Personnel X Yes No 5.19 Does the campus provide an environment for its faculty that is conducive to effective classroom instruction? Yes □ No

5.20 Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?

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⊠ Yes	□ No		
		a's observation of the instructional materials used, interviews with students and faculty, a in compliance with applicable licensing and copyright laws?	and a review of software
⊠ Yes	☐ No		
5.22 Are offic	cial transc	ripts for all qualifying credentials and for those credentials listed in the catalog on file for	or all instructors?
⊠ Yes	□ No		
If No, in	sert the se	ection number in parentheses, list faculty names, degrees, and awarding institutions and e	explain:
Polytech the Univ he is cur	nnic Institu ersity of rently ass	w of faculty credentials identified in the catalog, the team was unable to locate an official and State University (VT) in the faculty file for Mr. Thomas Oakes. The file did inclusted the Inclusive Knoxville documenting an earned master's degree which, in effect, qualified Migned at the ITT, Knoxville campus. While on site, the team received a catalog addendurated Mr. Oakes had earned at VT.	de an official transcript from Mr. Oakes to teach the courses
translated into	English f Credent	scripts from institutions not accredited by agencies recognized by the United States Depa and evaluated by a member of the Association of International Credential Evaluators (AI ial Evaluation Services (NACES) to determine the equivalency of the credentials to crede	CE) or the National
☐ Yes	□ No	Not Applicable (no faculty members hold foreign credentials)	
5.24 Is there	document	ed evidence of a systematic program of in-service training at the campus?	
⊠ Yes	□ No		
If Yes, h	now is this	documented?	
professio	onal devel	tendance sheet and receive an agenda at the inservice in which they participate. This info lopment plan and filed in their personnel folder. Faculty members not in attendance at a inpus course on the topic presented or an area of need.	
		that appropriate faculty development plans have been developed and implemented annua ctivities listed on the plans?	lly, including documentation
⊠ Yes	☐ No		
5.26 Is there	evidence (that full-time and part-time instructors participate in regularly scheduled faculty meeting	87
⊠ Yes	□ No		
5.27 Is there a programs?	an adequa	te core of full- and/or part-time faculty to assure sound direction and continuity of development	opment for the educational
⊠ Yes	□ No		
5.28 Are instr Criteria?	ructors tea	aching general education courses assigned in keeping with the minimum requirements as	stated in the Accreditation
⊠ Yes	□No		

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5.31 - reviewe	d at AAC	
5.32 - reviewe	d at AAC	
	ast one-half of all courses that are part of each associate's degree program taught by facult ssional degrees, or bachelor's degrees plus professional certification?	y members who have graduate
⊠ Yes	□No	
5.34 - reviewe	d at AAC	
5.35 - reviewe	d at AAC	
	ast one-half of all lower-division subjects and all upper-division courses that are part of the ers who have graduate degrees, professional degrees, or bachelor's degrees plus profession	
⊠ Yes	□No	
EDUCA	TIONAL FACILITIES	
	the physical facility of the campus (include details such as campus location, square footaging other pertinent information).	ge, distribution of space, parking
containing a manner in complete the current the curren	pus is located near I-40 in West Knoxville Tennessee. The facility occupies approximatel ag classrooms, labs, a student lounge, library, and administrative offices. The building is we conducive to student learning. The outside area is well lighted and conveniently located in increase with ADA regulations. The campus is scheduled to move to a new facility in December that facility. The move will allow for future expansion of programs, better infrastructure for y for students to access public transportation.	ell maintained, clean, and arranged in in front of the building. The facility is per of 2012. The site is two miles from
6.02 Does the	campus utilize any additional space locations?	
⊠ Yes	□No	
If Yes, list the	name and address of each location.	
space is	pus has approximately 8000 square feet of space located at 10215 Technology Drive, which not being utilized at this time, and there are no future plans for the use of this additional sp. December of 2012.	
6.03 Does the	campus utilize learning sites?	
☐ Yes	⊠ No	
6.04 Are all fa programs offe	acilities (including additional space and learning-site locations) appropriate for the size of tred?	the student population and the
⊠ Yes	□No	
6.05 Are the flearning-site learning	following appropriate to support the student population and the programs offered at all local ocations)?	ations (including additional space and
(a) Equipme	nt.	

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⊠ Yes	□No		
(b) Inst	ructional to	ols.	
⊠ Yes	□ No		
(c) Mad	chinery.		
⊠ Yes	□ No		
6.06 Is th	nere evidend	ce on file to show that all institutional facilities are in compliance with fire, safety, and sanita	ation regulations?
⊠ Yes	□ No	☐ Not Applicable	

PUBLICATIONS

7.01 What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?

The catalog used during the evaluation is the Knoxville, TN 2012 -2013 Volume 56 catalog, published on September 17, 2012 with an effective date of 9/17/2012 - 9/17/2013.

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7.02 Does the	self-study accurately portray the campus?	
⊠ Yes	□No	
7.03 Does the	campus publish a catalog that is appropriately printed and bound and provided to all enrolled students?	
⊠ Yes	□No	
7.04 Does the	catalog contain the following items?	
(a) A t	able of contents and/or an index.	
⊠ Yes	□No	
(b) An	indication of the year or years for which the catalog is effective on the front page or cover page.	
⊠ Yes	□No	
(e) The	e names and titles of the administrators.	
⊠ Yes	□No	
(d) A s	statement of legal control which includes the names of trustees, directors, and officers of the corporation.	
⊠ Yes	□No	
(e) A s	tatement of accreditation	
⊠ Yes	☐ No ☐ Not Applicable (initial applicant)	
(f) A r	nission statement,	
⊠ Yes	□No	
	isting of full-time faculty members which lists all qualifying credentials held along with the awarding inst specialization.	itution and the area of
⊠ Yes	□ No	
(h) An	academic calendar.	
⊠ Yes	□ No	
(i) A f	full disclosure of the admission requirements.	
⊠ Yes	□No	
courses i required	statement for each curriculum offered that includes a statement of objective or purpose; an accurate and co in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total cr to complete the curriculum; any necessary requirements for certification, licensing, or registration needed additional requirements that must be met to complete the curriculum.	redit or clock hours
⊠ Yes	□No	
(k) A d	lescription of each course offered that includes the identifying number, title, credit or clock hours awarded	l, a concise description

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VER Sept. 1, 2012 ACICS INITIAL, REEVALUATION, OR ADDITIONAL LOCATION INCLUSION REPORT Page 28 of 57 of the course contents, and any necessary prerequisites. Yes □ No (1) An explanation of the grading system that is consistent with the one that appears on the student transcript. (m) A definition of the unit of credit. ☐ No Not Applicable (The institution does not award credit) (n) A complete explanation of the standards of satisfactory academic progress. (o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each. Yes □ No (p) The transfer of credit policy X Yes ☐ No (q) A statement of the tuition, fees, and any other charges. Yes No (r) A complete and accurate listing of all scholarships offered. No Not Applicable (no scholarships offered) (s) The refund policy. X Yes ☐ No. (1) A statement describing the student services offered. X Yes ☐ No (u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog). ☐ No ☐ Not Applicable (initial applicants only) 7.05 Does the institution offer degree programs? Yes □ No If Yes, does the catalog contain the following? (a) An explanation of the course numbering system (for all levels). X Yes No

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(b) Ide	entification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and grees only).
⊠ Yes	□No
(c) Ide	ntification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only).
⊠ Yes	□No
(d) Ide	ntification of courses that satisfy the upper-division (for bachelor's degrees only).
⊠ Yes	□No
7.06 Does the	e institution offer courses and/or programs via distance education?
Yes	⊠ No (Skip to Question 7.07.)
	is campus does not offer courses and/or programs via distance education, the institution does offer online courses through their in Carmel, Indiana.
7.07 Does the	e catalog contain an addendum/supplement?
⊠ Yes	☐ No (Skip to Question 7.08.)
If Yes, is	s it appropriate?
⊠ Yes	□ No
7.08 Is the car	talog available online?
⊠ Yes	☐ No (Skip to Question 7.09.)
If Yes, d	loes it match the hard copy version?
⊠ Yes	□No
7.09 Does the	campus utilize a multiple-school catalog?
☐ Yes	No (Skip to Question 7.10.)
7.10 Is all adv	vertising and promotional literature, including the campus' Web site, truthful and dignified?
⊠ Yes	□ No
7.11 Is the co	rrect name of the campus listed in all advertising, web postings and promotional literature?
⊠ Yes	□ No
7.12 Where d	oes the campus advertise (publications, online, etc.)?
The cam	pus advertises on the internet, radio, direct mail, and television,
Are the	advertisements under acceptable headings?
⊠ Yes	□No

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7.13 Does the	campus use endorsements, commendations, or recommendation	s in its advertising?	
⊠ Yes	☐ No (Skip to Question 7.14.)		
If Yes, is advertise	there evidence that prior consent was obtained and that remune nent?	ration was not made for the consent or th	ne use of the
⊠ Yes	□No		
7.14 Does the	campus utilize services funded by third parties?		
Yes	No (Skip to Question 7.15.)		
7.15 Does the	campus avoid offering monetary incentives to attract students o	r for failure in job placement?	
Yes	⊠ No		
7.16 Is the phi	ase "for those who qualify" properly referenced in all advertising	g that mentions financial aid?	
⊠ Yes	☐ No ☐ Not Applicable (institution does not participate	in financial aid)	
LIBRAF	Y, INSTRUCTIONAL RESOURCES	S, AND TECHNOLOG	Y
8.01 Does the	campus develop an adequate base of library resources?		
⊠ Yes	□No		
8.02 Does the	campus ensure access of library resources to all faculty and stud	lents, including students at nonmain can	npuses?
⊠ Yes	□No		
8.03 Does the process?	campus provide training and support to faculty and students in t	atilizing library resources as an integral p	part of the learning
⊠ Yes	□No		
8.04 Are adeq	uate staff provided to support the development, organization of	the collection, and access of library reso	urces?
⊠ Yes	□No		
8.05 Reviewe	l at AAC		
8.06 Reviewe	at AAC		
8.07 Reviewe	l at AAC		
8.08 Reviewe	l at AAC		
8.09 What por	tion of the current year's library budget has been spent and how	has the money been allocated?	
The 2012	budget is \$1200.00. As of the time of the visit, \$1949.90 had b	een spent on periodicals.	
8.10 Is there e	vidence that the faculty have major involvement in the selection	of library resources?	

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⊠ Yes □] No	
8.11 Are the libra	ry hours adequate to accommodate the needs of all students?	
⊠ Yes □] No	
8.12 Reviewed at	AAC	
8.13 Is the Dewey	Decimal, Library of Congress, or other appropriate system of classification used to organize	e the library materials?
⊠ Yes □] No	
8.14 Reviewed at	AAC	
	agreements are in effect, are the provisions appropriate, do they ensure practical use and act use documented?	cessibility to the students, and is
☐ Yes ☐	No Not Applicable (no interlibrary agreements)	
8.16 Reviewed at	AAC	
8.17 Reviewed at	AAC	
8.18 Reviewed at	AAC	
8.19 Reviewed at	AAC	
8.21 Reviewed at	AAC	
8.22 Is documenta	ation on file to reflect the librarian's participation in professional growth activities?	
⊠ Yes □] No	
8.23 Are the hour	s the library is open adequate to accommodate the needs of all students?	
⊠ Yes □] No	
8.24 Does the libreducational offering	ary make available appropriate reference, research, and information resources to provide basings and to enhance student learning?	ic support for curricular and
⊠ Yes □] No	
PROGRA	M EVALUATION	
Academic associa	te's degree in Business Management	
Bachelor's degre	e in Project Management and Administration	
9.01 See response	from AAC	
(a) See res	ponse from AAC	
(b) See res	ponse from AAC	

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(c) Sec	e resnonse	from AAC	
(d) Sec	e response	from AAC	
9.02 Who is a	assigned to	administer the academic program(s), and what are this person's qualifications?	
Mr. Stin Informa Business	son holds a tion Manag s Administ	n is the chair for both schools of Business and Information Technology at the Knoxville, an associate's degree from the University of South Carolina in Lancaster, South Carolina; gement and Systems from the University of South Carolina in Lancaster, South Carolina; ration from the University of Phoenix. Mr. Stinson was hired by ITT on September 1, 200 of Business on June 18, 2012.	a bachelor's degree in and a master's degree in
9.03 Does thi	s individua	al possess appropriate academic or experiential qualifications?	
⊠ Yes	□ No		
9.04 Is there program(s)?	evidence th	nat the program administrator has sufficient authority and responsibility for the administra	ttion of the educational
⊠ Yes	□ No		
9.05 Are the	time and re	sources devoted to the administration of the educational program(s) sufficient?	
⊠ Yes	☐ No		
		meet the needs of its students and the requirements of the council as shown by student ach lards for the following areas:	nievement outcomes which
(a) Stud	ent retentio	on rate of 62%	
⊠ Yes	□ No	☐ Not applicable (new branch only)	
(b) Stud	ent placem	ent rate of 58%	
☐ Yes	No No	☐ Not applicable (new branch only)	
If No for meet or excee		n or if the data is not available, does the Campus Effectiveness Plan (CEP) include data, a ant standard:	analysis and activities to
Yes	No No		
If No in:	sert section	numbers 2-1-809, 3-1-512 and 3-1-111 in parentheses and explain:	
program	and 4 grad	action plan in the CEP, the Project Management and Administration bachelor's degree of duates. Two of the graduates were placed and 2 were not working. The academic associate ust offered for the first time starting September 24, 2012, and thus there is no retention or	e's degree in Business
9.07 List the	community	resources and how they are utilized to enrich the program(s).	
1. W. W. W.			

In the Project Management and Administration bachelor's degree, speakers from industry that hold the prestigious project management professional (PMP) designation have been routinely used as guest speakers. In addition, students have attended the monthly meetings of the local professional association, the East Tennessee Chapter of the Project Management Institute, to learn about the profession and to make career contacts. Mr. Stinson noted that the school does have a business entrepreneur's club, with the campus director serving as sponsor. Mr. Stinson, who recently relocated to the Knoxville area, will be seeking business contacts to further support and enrich the business programs.

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9.08 Are thes	se resource	s sufficient?	
⊠ Yes			
9.09 Review			
	Contract of the Contract of th		11/2-11/2-0
		nd/or other advertising material such as brochures and web site, accurately describe the p	rogram and its objectives?
⊠ Yes	□ No		
	rrangemen	include practica, externships, or internships, does the institution have a written and mutua t between the institution and the practicum site, including specific learning objectives, co	
Yes	□ No	NA, (these elements are not part of the program or no student is far enough along it	in the program)
9.12 Review	ed at AAC		
9.13 Are inde	ependent si	rudies used appropriately, and is there a signed contract that meets Council standards?	
⊠ Yes	□ No	□NA	
9.14 Reviewe	ed at AAC		
9.15 Are cou	rse prerequ	uisites being followed?	
⊠ Yes	□No		
9.16 Is an (a)	appropria	tely detailed syllabus on file for each course that includes: Title and course descriptions	
⊠ Y	es	□ No	
(b)	120	Course numbers	
⊠Y	es	□No	
(c)		Course prerequisites and/or corequisites	
⊠Y	es	□No	
(d)		Instructional contact hours/credits	
⊠Y	es	□ No.	
(e)		Learning objectives	
⊠Y	es	□ No	
(f)	330	Instructional materials and references	
⊠ Y	Pec	□ No	
	- 0.5	Topical outline of the course	
(g) ⊠ Y	Ton:	No	
	CS	Instructional methods	
(h)	Para.		
⊠ Y	es	∐ No	
(i)		Assessment criteria	
⊠ Y	es	∐ No	
<u>(i)</u>		Method of evaluating students	
\boxtimes Y	es	□ No	
(k)		Date the syllabus was last reviewed	
⊠ Y	es	□ No	
		articipating in Title IV that have lecture courses in credit hour programs or clock-to-credit h	nour programs only:
(1)	The state of the s	Out-of-class work assignments that support the learning objectives for the course	71.71
Ŭ Y	'es	No	
(m)	200	A description of the minimum amount of time a student is expected to spend on complet	ion of the work assignmen

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	(Section 3-1-5 learning object syllabi provide	No ne section number in parentheses, list the courses, and explain: 513(a) and Glossary): Course syllabi do not include, as appropriate, out-of-class we extives for most courses. Although the campus provided samples of some graded homework to the team did not indicate that homework or outside assignments were required and by percent of the final grade.	work assignments, the majority of
9.17 Do	students confi	irm that they receive a course syllabus and that it is followed?	
	Yes No		
9.18 Ar	re the courses a	vailable when needed by the student in the normal pursuit of a program of study?	
	Yes No		
		le to verify the backup documentation to support the placement rate for the program(s) (formerly AIR) submitted to the Council?	as reported on the last Campus
\boxtimes	Yes No	NA, (there have been no graduates)	
Но	ow many calls t	to employers or graduates were attempted?	
Th	e following nu	umber of calls was made to employers for the following program:	
		ate's degree in Business Administration -0 (not applicable; no graduates) e in Project Management and Administration -2	
Но	ow many calls t	to employers or graduates were successful?	
Tv	vo of the calls r	made to employers were successful.	
		e calls where contact was made with employers or graduates confirmed the employmen explain any discrepancy between the number of successful contacts and confirmations	
Во	oth of the calls	confirmed the employment of the graduates as reported on the 2011 CAR.	
9.20 W	as documentati	ion on file to verify graduates classified on the CAR as "not available for placement"?	
	☐ Yes ☐	☐ No Not Applicable	
9,21	Does the camp	pus participate in Title IV financial aid? No (Skip to question 9.24)	
9.22	Does the camp definition of a Yes	pus have written documentation of procedures for developing the application of the U.S. a credit hour? No Not Applicable (Clock hour programs only)	Department of Education's
	In the "credit	describe the procedures. hour" section on page 64 of the campus' 2012-2013 catalog, volume 56, the campus' Residence Courses" paragraph.	us policy regarding homework is
9.23	Is there eviden	nce that out-of-class work or the equivalency is being evaluated? No No Not Applicable (Clock hour programs only)	
	If No insert th	ne section number in parentheses and explain:	

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(Section 3-1-513(a) and Glossary): Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percent of the final grade.

9.24	Are	the f	ollowing a	ppropriate to adequately support the number and nature of the program?
	(a)	Fac	ilities	
	× 🖂	Yes	□ No	
	(b)	Inst	ructional e	equipment
	× N	Yes	□ No.	
	(c)	Res	ources	
	×	Yes	□ No	
			sonnel	
	×		□ No	
9.25			d at AAC	
9.27	Do t	he fa	iculty men academica	abers' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their lly and experientially appropriate to the subject matter they teach and the level of the credential awarded?
T in N	⊠ `		□ No	
9.28				culty appropriate to the total student enrollment?
	⊠ '	Yes	□ No	
9.29	Is at	ade	quate core	of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
	× ×	Yes	□ No	☐ NA, hiring responsibility is at AAC
9.30	Are	teacl	ning loads	reasonable?
	× 🖂	Yes	□ No	
9.38	Rev	iewe	d at AAC	
9.39	Rev	iewe	d at AAC	
9.40	Rev	iewe	d at AAC	
9.41	Is er	ırollı	nent in the	second academic year of the two-year program sufficient to support regularly scheduled classes?
	× N	Yes	□ No	☐ Not Applicable (no students in the second year)
9.42	Rev	iewe	d at AAC	
9.43	Rev	iewe	d at AAC	

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9.44 Reviewed at A	AC	
9.45 Reviewed at A	AC	
9.46 Reviewed at A	AC	
9.47 Is enrollment in work?	the third and fourth years of the bachelor's program sufficient to support regularly schedu	led classes and laboratory
⊠ Yes □ N	No N	
9.48 Reviewed at A	AC	
GENERAL COMM	IENTS:	
prepared in advance	structor Pamela Buskey teaching PM3110 (Introduction to Project Management) class was and materials in packets and put at student tables prior to their arrival. The instructor demogramment techniques. Students were prepared for class and actively engaged in the facilitated	nstrated excellent instructiona
PROGRAM	EVALUATION	
Bachelor's degree in	n Criminal Justice	
Academic associate	's degrée in Criminal Justice	
Academic associate	's degree in Criminology and Forensics Technology	
Academic associate	's degree in Paralegal Studies	
9.01 See response fro	om AAC	
(a) See respon	nse from AAC	
(b) See respon	nse from AAC	
(c) See respon	nse from AAC	
(d) See respon	nse from AAC	
9.02 Who is assigned	d to administer the academic program(s), and what are this person's qualifications?	
Edison State Co Southeastern U	Sterbens is the chair for the School of Criminal Justice. Ms. Sterbens holds an associate's de ollege, a bachelor's degree in Management from Hodges University, and a master's degree niversity. The team found evidence that Ms. Sterbens has worked in various capacities in ea 8. She has worked at this campus since 2010.	in Criminal Justice from Nova
9.03 Does this indivi	idual possess appropriate academic or experiential qualifications?	
⊠ Yes □ N	No	
9.04 Is there evidence	ee that the program administrator has sufficient authority and responsibility for the administ	ration of the educational

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	⊠ Yes	□ No		
9.05	Are the t	ime and re	esources devoted to the administration of the educational program(s) sufficient?	
	⊠ Yes	□ No		
			meet the needs of its students and the requirements of the council as shown by student a lards for the following areas:	chievement outcomes which
	(a) Stude	ent retentio	on rate of 62%	
	Yes	⊠ No	☐ Not applicable (new branch only)	
	(b) Stude	ent placem	nent rate of 58%	
	⊠ Yes	□ No	☐ Not applicable (new branch only)	
mee			m or if the data is not available, does the Campus Effectiveness Plan (CEP) include data vant standard:	, analysis and activities to
	⊠ Yes	□ No		
	If No ins	ert section	numbers 2-1-809, 3-1-512 and 3-1-111 in parentheses and explain:	
	The acad		ciate's degree in Paralegal Studies has a retention rate of 41.9%. There are three student	s remaining in this teach-out
9.07	List the	community	y resources and how they are utilized to enrich the program(s).	
	office, a Departm Mr. Rick	mock crin ent of Hoi Lambert	neumentation of the following field trips for the Criminal Justice programs: Blount Counter scene, Knox County Sherriff's office, Knox County Courthouse, Knox County Juven meland Security. The team found documentation of the following guest speakers for the of the Special Agent in Charge (SAC) of the Federal Bureau of Investigation (FBI) and ment of Children's Services.	aile Court, and the Tennessee e Criminal Justice programs:
	United S documen	tates Distr tation of t	ocumentation of the following field trips for the Paralegal Studies program: the University Court, and the Smokey Mountain Paralegal Association in Johnson City, Tennessee. The following guest speakers for the Paralegal Studies program: Ms. Cathy Hulsey of the St. Jo Anne Learly of the Smokey Mountain Paralegal Association.	. The team found
9.08	Are thes	e resource	s sufficient?	
	⊠ Yes	□ No		
9.09	Reviewe	d at AAC		
9.10	Does the	catalog a	nd/or other advertising material such as brochures and web site, accurately describe the	program and its objectives?
	⊠ Yes	□ No		
outl		rangemen	include practica, externships, or internships, does the institution have a written and muti t between the institution and the practicum site, including specific learning objectives, c	
	⊠ Yes	□ No	☐ NA, (these elements are not part of the program or no student is far enough along	in the program)

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VER 360L 1, 2012	ACICS INITIAL, REEVALUATION, OR ADDITIONAL ECCATION INCLUSION REPORT	Fage 36 01 37
9.12 Reviewed at	AAC	
9.13 Are independ	lent studies used appropriately, and is there a signed contract that meets Council standards?	
⊠ Yes □] No □ NA	
9.14 Reviewed at	AAC	
9.15 Are course pr	rerequisites being followed?	
⊠ Yes □	No	
The second secon	opriately detailed syllabus on file for each course that includes:	
(a) X Yes	Title and course descriptions	
(b)	☐ No Course numbers	
⊠ Yes	□ No	
(c)	Course prerequisites and/or corequisites	
	□No	
(d)	Instructional contact hours/credits	
⊠ Yes	Learning objectives	
(e) Yes	No	
(f)	Instructional materials and references	
⊠ Yes	□ No	
(g)	Topical outline of the course	
⊠ Yes	□ No	
(h) ⊠ Yes	Instructional methods	
(i) 1 es	Assessment criteria	
⊠ Yes	□ No	
(j)	Method of evaluating students	
	□ No	
(k)	Date the syllabus was last reviewed	
⊠ Yes	No uses participating in Title IV that have lecture courses in credit hour programs or clock-to-cred.	Gt have aragement only
(1)	Out-of-class work assignments that support the learning objectives for the course	it flour programs only.
Yes	No	
(m)	A description of the minimum amount of time a student is expected to spend on comp	letion of the work assignments
☐ Yes	⊠ No	
(Section : learning o syllabi pro	ert the section number in parentheses, list the courses, and explain: 3-1-513(a) and Glossary): Course syllabi do not include, as appropriate, out-of-class wo bjectives for most courses. Although the campus provided samples of some graded homewovided to the team did not indicate that homework or outside assignments were required and as any percent of the final grade.	ork assignments, the majority o
9.17 Do students of	confirm that they receive a course syllabus and that it is followed?	
⊠ Yes □] No	
9.18 Are the cours	ses available when needed by the student in the normal pursuit of a program of study?	
⊠ Yes □	No	
	able to verify the backup documentation to support the placement rate for the program(s) as	s reported on the last Campus
Accountability Rej	port (formerly AIR) submitted to the Council?	

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	∑ Yes
	How many calls to employers or graduates were attempted?
	The following number of calls were made to employers for the following programs:
	Bachelor's degree in Criminal Justice - 8
	Associate's degree in Criminal Justice – 9 Associate's degree in Criminology and Forensics Technology had no graduates. Associate's degree in Paralegal Studies had no graduates.
	How many calls to employers or graduates were successful?
	The following number of calls, by program, were successful:
	Bachelor's degree in Criminal Justice - 4
	Associate's degree in Criminal Justice – 5
	Associate's degree in Criminology and Forensics Technology had no graduates.
	Associate's degree in Paralegal Studies had no graduates.
	How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
	All of the calls where contact was made the employment of the graduates as reported on the 2011 CAR.
9.20	Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
9.21	Does the campus participate in Title IV financial aid? ☑ Yes ☐ No (Skip to question 9.24)
9.22	Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour? Yes No Not Applicable (Clock hour programs only)
	If Yes, briefly describe the procedures. In the "credit hour" section on page 64 of the campus' 2012-2013 catalog, volume 56, the campus policy regarding homework is contained in the "Residence Courses" paragraph.
9.23	Is there evidence that out-of-class work or the equivalency is being evaluated? Yes No Not Applicable (Clock hour programs only)
	If No, insert the section number in parentheses and explain: (Section 3-1-513(a) and Glossary): Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percent of the final grade.

9.24 Are the following appropriate to adequately support the number and nature of the program?

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(a) Faci	lities		
⊠ Yes	□ No		
(b) Instr	uctional e	quipment	
⊠ Yes	□ No		
(c) Resc	ources		
⊠ Yes	□ No		
(d) Perso	onnel		
⊠ Yes	□No		
9.25 - reviewed	l at AAC		
		bers' qualifications meet the minimum requirements outlined in the Accreditation Criter by and experientially appropriate to the subject matter they teach and the level of the cre	
⊠ Yes	□ No		
9.28 Is the size	of the fac	ulty appropriate to the total student enrollment?	
⊠ Yes	□ No		
9.29 Is an adeq	uate core	of full- and part-time faculty employed to ensure sound direction and continuity of deve	lopment for the program?
⊠ Yes	□No	☐ NA, hiring responsibility is at AAC	
9.30 Are teach	ing loads r	easonable?	
⊠ Yes	□No		
9.38 Reviewed	at AAC		
9.39 Reviewed	at AAC		
9.40 Reviewed	at AAC		
9.41 Is enrollm	ent in the	second academic year of the two-year program sufficient to support regularly scheduled	classes?
⊠ Yes	□ No	☐ Not Applicable (no students in the second year)	
9,42 Reviewed	at AAC		
9.43 Reviewed	at AAC		
9.44 Reviewed	at AAC		
9.45 Reviewed	at AAC		
9.46 Reviewed	at AAC		

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9.47 Is enroll work?	lment in the	e third and fourth years of the bachelor's program sufficient to support regularly sched	luled classes and laboratory
⊠ Yes	□ No.	N A, (no students in the third and fourth years)	
9.48 Review	ed at AAC		
PROGE	RAM E	EVALUATION	
Academic as Academic as Academic as	sociate's d sociate's d sociate's d	degree in Drafting and Design Technology degree in Drafting and Design degree in Graphic Communication and Design degree in Visual Communications Digital Entertainment and Game Design	
9.01 See resp	oonse from	AAC	
(a) Se	e response	from AAC	
(b) Se	e response	from AAC	
(c) Se	e response	from AAC	
(d) Se	e response	from AAC	
		pus, does the Campus Effectiveness Plan (CEP) include an improvement plan for this por exceed Council requirements?	program with data, analysis and
⊠ Yes	□ No		
9.02 Who is	assigned to	administer the academic program(s), and what are this person's qualifications?	
2009. M Univers	Ir. Schweit ity of Tenn	ter is the chair of the School of Drafting and Design. Mr. Schweitzer has been employed tzer holds a bachelor's degree in Architecture and a master's degree in Business Admin nessee in Knoxville. Mr. Schweitzer is a state of Tennessee licensed professional architecture School of Drafting and Design.	istration, both from The
Graphic instructo from Ea Home a	Communi or in Septer est Tenness and Garden	son is the lead instructor for Digital Entertainment and Game Design (DEGD), Visual Cications Design (GCD). He has been employed at ITT-Knoxville since September of 20 mber, 2012. Mr. Ferguson has a bachelor's degree in Engineering Technology and a mose State University in Johnson City. In addition, Mr. Ferguson has held positions in what Network and the Tennessee Environmental Council. Mr. Ferguson is also a principal is commercial video games published.	006 and was named lead laster's degree in Technology web design with the HGTV of the
9.03 Does th	is individua	al possess appropriate academic or experiential qualifications?	
⊠ Yes	□ No		
9.04 Is there program(s)?	evidence tl	hat the program administrator has sufficient authority and responsibility for the admini	istration of the educational
⊠ Yes	□ No		

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9.05	Are the t	ime and re	esources devoted to the administration of the educational program(s) sufficient?	
	⊠ Yes	□ No		
			meet the needs of its students and the requirements of the council as shown by student achievalards for the following areas:	vement outcomes which
	(a) Stude	nt retention	on rate of 62%	
	⊠ Yes	□ No	☐ Not applicable (new branch only)	
	(b) Stude	ent placem	ent rate of 58%	
	☐ Yes	No.	☐ Not applicable (new branch only)	
			m or if the data is not available, does the Campus Effectiveness Plan (CEP) include data, and relevant standard:	llysis and activities to
	⊠ Yes	□ No		
	If No ins	ert section	numbers 2-1-809, 3-1-512 and 3-1-111 in parentheses and explain:	
			rograms in this school, Visual Communications (VC), did not meet the student placement rat of a placement improvement plan in the CEP.	e. The school provided
9.07	List the	community	y resources and how they are utilized to enrich the program(s).	
	(PAC) w Addition involven July 201	as conductally, guest nent with 2 for a fiel	community support with program advisory meetings held on a biannual base. The last Program ted on 2 April 2012, with eight members in attendance. The next PAC is scheduled for 12 O t speakers and field trips are utilized for four of the five programs, VC, GCD, DDT, and CDI Denark Construction Co., 13 September 2012, guest speaker, Jeremy Dololey and Type Desid trip. The program has three adjunct instructors that work fulltime in the career field, providing content.	ctober 2012. D. Two examples include signer, Insign Design 30
9.08	Are these	e resource	s sufficient?	
	☐ Yes	⊠ No		
	If No, in	sert the se	ction number in parentheses and explain:	
	no use of that any DEGD p entertain	f commun member(s rogram, N ment indu	There is insufficient use of community resources in the DEGD program. For this program ity resources during the past year. The School of Drafting and Design does utilize a PAC, but of the PAC is employed in the digital entertainment or game fields, nor were there any min No evidence of speakers from the industry, or industry field trips, or any direct involvement was try being provided to students within the last 12 month period was provided. The campus dengage events in the upcoming year.	at there was no indication utes referencing the with the gaming or digital
9.09	Reviewe	d at AAC		
9.10	Does the	catalog a	nd/or other advertising material such as brochures and web site, accurately describe the progr	ram and its objectives?
	⊠ Yes	□ No		
			include practica, externships, or internships, does the institution have a written and mutually t between the institution and the practicum site, including specific learning objectives, course	

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evaluation criteria?		
☐ Yes ☐ No	NA, (these elements are not part of the program or no student is far enough along	in the program)
9.12 Reviewed at AAC		
9.13 Are independent str	idies used appropriately, and is there a signed contract that meets Council standards?	
☐ Yes ☐ No	⊠ NA	
9.14 Reviewed at AAC		
9.15 Are course prerequ	isites being followed?	
⊠ Yes □ No		
9.16 Is an appropriate	ely detailed syllabus on file for each course that includes:	
(b) Course num Yes (c) Course pren Yes (d) Instructiona Yes (e) Learning of Yes (f) Instructiona Yes (g) Topical out Yes (h) Instructiona Yes (i) Assessment Yes (j) Method of Yes (k) Date the sy Yes (l) Out-of-clas Yes (m) A description Yes If No, insert the (Section 3-1-51) Learning objective syllabi provided included as any	No equisites and/or corequisites No contact hours/credits No ojectives No contact and references No contact hours/credits No	ork assignments assignments that support the k assignments, the majority of

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If No, insert the section number in parentheses and explain:									
									yllabus at the time of the visit, while the team was on site.
9.18	Are the c	ourses av	ailable who	en needed by the	student in the	normal pursuit o	of a program	of study?	
	⊠ Yes	□ No							
				he backup docur IR) submitted to		pport the placen	nent rate for t	he program(s	s) as reported on the last Campus
	⊠ Yes	□ No	□ NA,	(there have bee	n no graduates)	92			
	How man	ny calls to	employers	s or graduates w	ere attempted?				
	Academi Academi Academi Academi	e associa e associa e associa e associa	te's degree te's degree te's degree te's degree	s were made to in Drafting and in Drafting and in Graphic Commin Visual Commentariument and and the comment and co	Design Technol Design - no grad munication and nunications - 7	logy - 7 duates l Design - no gra			
	How ma	ny calls to	employers	s or graduates w	ere successful?				
	Academi Academi Academi Academi	e associa e associa e associa e associa	te's degree te's degree te's degree te's degree	s, by program, v in Drafting and l in Drafting and l in Graphic Com in Visual Comm Entertainment an	Design Technol Design - no grad munication and nunications - 7	duates Design - no gra	aduates		
				contact was ma discrepancy bet					ent of the graduate as reported on ns.
	All of the	calls wh	ere contact	was made confi	irmed the emplo	oyment of the g	raduates as re	ported on the	e 2011 CAR.
9.20	Was doc	umentatio	on on file to	verify graduate	s classified on t	the CAR as "not	t available fo	r placement"	7
	Yes	☐ No	⊠ Not	Applicable					
9.21	Does the			Title IV financi tip to question 9.					
9.22	Does the of a cred	it hour?	ave written			or developing the		of the U.S. D	Department of Education's definition
	In the	"credit	hour" secti-	procedures. on on page 64 e Courses" parag		2012-2013 cata	alog, volume	56, the can	npus policy regarding homework is
9.23	Is the		e that out-o	of-class work or t		is being evaluat			

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If No, insert the section number in parentheses and explain:

(Section 3-1-513(a) and Glossary): Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percent of the final grade.

9.24 Are the following appropriate to adequately support the number and nature of the program?
(a) Facilities
⊠ Yes □ No
(b) Instructional equipment
⊠ Yes □ No
(c) Resources
⊠ Yes □ No
(d) Personnel
⊠ Yes □ No
9.25 - reviewed at AAC
9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
⊠ Yes □ No
9.28 Is the size of the faculty appropriate to the total student enrollment?
⊠ Yes □ No
9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
9.30 Are teaching loads reasonable?
⊠ Yes □ No
9.38 Reviewed at AAC
9.39 Reviewed at AAC
9.40 Reviewed at AAC
9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
∑ Yes
9.42 Reviewed at AAC
9.43 Reviewed at AAC

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9.44 Reviewe	ed at AAC	
9,45 Reviewe	ed at AAC	
9.46 Reviewe	ed at AAC	
9.47 Is enroll work?	ment in the third and fourth years of the bachelor's program sufficient to support regularly sci	heduled classes and laboratory
⊠ Yes	☐ No ☐ N A, (no students in the third and fourth years)	
9.48 Reviewe	ed at AAC	
PROGR	RAM EVALUATION	
Bachelor 's d	legree in Electronics and Communications Engineering Technology (ECET)	
Academic As	ssociate's degree in Computer and Electronics Engineering Technology (CEET)	
Academic As	ssociate's degree in Electrical Engineering Technology (EET)	
9.01 See resp	oonse from AAC	
(a) Sec	e response from AAC	
(b) Sec	e response from AAC	
(c) See	e response from AAC	
(d) Sec	e response from AAC	
9.02 Who is a	assigned to administer the academic program(s), and what are this person's qualifications?	
Septemb Universi Universi	on Matthews is the chair of the School of Electronics Technology at this campus. He was originer, 1998, and was promoted to chair in November, 2011. Mr. Matthews holds a bachelor's defity of Wyoming, Laramie, and a master's degree in Educational Administration and Supervisity, Harrogate, TN. He has electronics engineering training from the U.S. Army and the University of Certified Electronics technician provided by the International Society of Certified Electronics.	gree in Agriculture from the ion from Lincoln Memorial versity of Tennessee, Knoxville, Mr
9.03 Does thi	is individual possess appropriate academic or experiential qualifications?	
⊠ Yes	□ No	
9.04 Is there program(s)?	evidence that the program administrator has sufficient authority and responsibility for the adm	ninistration of the educational
⊠ Yes	□ No	
9.05 Are the	time and resources devoted to the administration of the educational program(s) sufficient?	
⊠ Yes	□No	
9.06 Does the	e program meet the needs of its students and the requirements of the council as shown by stud	ent achievement outcomes which

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meet o	r exceed	the stand	ards for the following areas:	
(8	a) Stude	nt retentio	n rate of 62%	
٥	☑ Yes	□ No	☐ Not applicable (new branch only)	
(1	b) Stude	nt placem	ent rate of 58%	
D	Yes	□ No	☐ Not applicable (new branch only)	
9.07 L	ist the c	ommunity	resources and how they are utilized to enrich the program(s).	
			tronics Technology invited a guest speaker from Oak Ridge Associated Universities, TN as provide students with personal knowledge of innovations in electronics technology.	and went to a field trip to
9.08 A	re these	resources	sufficient?	
	☑ Yes	□No		
9.09 R	leviewe	d at AAC		
9.10 D	oes the	catalog ar	d/or other advertising material such as brochures and web site, accurately describe the pro-	ogram and its objectives?
	Yes	□ No		
outline		rangement	nclude practica, externships, or internships, does the institution have a written and mutual between the institution and the practicum site, including specific learning objectives, cou	
	Yes	□ No	NA, (these elements are not part of the program or no student is far enough along in	the program)
9.12 R	Reviewe	d at AAC		
9.13 A	re inde	pendent st	udies used appropriately, and is there a signed contract that meets Council standards?	
I	Yes	□ No.	⊠ NA	
9.14 R	Reviewe	d at AAC		
9.15 A	re cour	se prerequ	isites being followed?	
	Yes	□ No		
9.16	Is an : (a) Ye (b) Ye (c) Ye (d) Ye (e) Ye	es es	ely detailed syllabus on file for each course that includes: Title and course descriptions No Course numbers No Course prerequisites and/or corequisites No Instructional contact hours/credits No Learning objectives No Instructional materials and references	

VER Sept. 1, 20	12	ACICS INITIAL, REEVALUATION, OR ADDITIONAL LOCATION INCLUSION REPORT	Page 48 of 57
M			
⊠ Ye	es	No	
(g) ⊠ Ye	10	Topical outline of the course	
	es	Instructional methods	
(h) ⊠ Ye	20	□ No	
(i)	28	Assessment criteria	
⊠ Ye	90	No	
(j)	-0	Method of evaluating students	
⊠ Ye	20	No	
(k)	-13	Date the syllabus was last reviewed	
⊠ Ye	20	No	
		articipating in Title IV that have lecture courses in credit hour programs or clock-to-credit	hour programs only:
(1)	in passes p	Out-of-class work assignments that support the learning objectives for the course	area pregrams only.
☐ Ye	es	No	
(m)	~	A description of the minimum amount of time a student is expected to spend on complet	tion of the work assignments
☐ Ye	es	⊠ No	
		section number in parentheses, list the courses, and explain:	
learnii syllab	ng objecti i providec	3(a) and Glossary): Course syllabi do not include, as appropriate, out-of-class work was for most courses. Although the campus provided samples of some graded homework to the team did not indicate that homework or outside assignments were required and ho percent of the final grade.	k assignments, the majority of
9.17 Do studer	nts confir	n that they receive a course syllabus and that it is followed?	
⊠ Yes	□ No		
9.18 Are the c	ourses av	nilable when needed by the student in the normal pursuit of a program of study?	
⊠ Yes	□ No		
		to verify the backup documentation to support the placement rate for the program(s) as r formerly AIR) submitted to the Council?	reported on the last Campus
⊠ Yes	□ No	☐ NA, (there have been no graduates)	
How mar	ny calls to	employers or graduates were attempted?	
The follo	wing num	ber of calls was made to employers and graduates for the programs:	
Bachelor	degree in	Electronics Communications Engineering Technology – 5	
Academi	c Associa	e's degree in Computer and Electronics Engineering Technology - 9	
Academi	c Associa	e's degree in Electrical Engineering Technology - NA (there have been no graduates)	
How mar	ny calls to	employers or graduates were successful?	
Bachelor	's degree l	Electronics Communications Engineering Technology -2	
Academi	e associat	e's degree in Computer and Electronics Engineering Technology (CEET) - 5	
		alls where contact was made with employers or graduates confirmed the employment of splain any discrepancy between the number of successful contacts and confirmations.	the graduate as reported on

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Α	ll empl	oyers an	d graduates tl	nat were contacted co	onfirmed the e	mployment o	f the graduates	as reported or	n the 2011 CAR.	
9.20 V	Vas doc	umentati	on on file to	verify graduates class	sified on the C	AR as "not a	vailable for pla	acement"?		
	Yes	□ No	□ Not A	applicable						
9.21	Does 🖂 Y			in Title IV financial to question 9.24)	aid?					
9.22		ition of a	ous have writt credit hour?	en documentation of Not Applicab				of the U.S. Dep	partment of Education's	
	If Yes	s, briefly e "credit	describe the p	procedures.	campus' 201			, the campus	policy regarding homework	k i
9.23	Is the		ce that out-of	class work or the equipment of the equipment of the control of the						
	(Secti learni syllab	ion 3-1- ng object oi provide	513(a) and C tives for mos ed to the team	t courses. Although	Ilabi do not i	rovided sampl	les of some gr	aded homewor	k assignments that support rk assignments, the majority omework assignments were	y o
			appropriate	to adequately suppor	t the number a	and nature of	the program?			
	a) Fac									
2	Yes	☐ No								
(I	o) Ins	tructiona	l equipment							
	Yes	☐ No								
(6	c) Res	sources								
	Yes	□ No								
(6	d) Per	sonnel								
	Yes	☐ No								
9.25 -	reviewe	d at AA								
				fications meet the mi erientially appropria						
	Yes	□ No								
9.28 Is	s the siz	e of the	faculty appro	priate to the total stud	dent enrollmer	nt?				
	☑ Yes	□ No								

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9.29 Is an adequate	core of full- and part-time faculty employed to ensure sound direction and continuity of deve	lopment for the program?
⊠ Yes □	No NA, hiring responsibility is at AAC	
9.30 Are teaching	loads reasonable?	
⊠ Yes □	No	
9.38 Reviewed at A	AAC	
9.39 Reviewed at	AAC	
9.40 Reviewed at A	AAC	
9.41 Is enrollment	in the second academic year of the two-year program sufficient to support regularly scheduled	l classes?
⊠ Yes □	No Not Applicable (no students in the second year)	
9.42 Reviewed at	AAC	
9.43 Reviewed at	AAC	
9.44 Reviewed at	AAC	
9.45 Reviewed at	AAC	
9.46 Reviewed at	AAC	
9.47 Is enrollment work?	in the third and fourth years of the bachelor's program sufficient to support regularly schedule	ed classes and laboratory
⊠ Yes □	No N A, (no students in the third and fourth years)	
9.48 Reviewed at	AAC	
PROGRAM	1 EVALUATION	
Academic associa	re's degree in Computer Network Systems	
Academic associa	e's degree in Network Systems Administration	
Academic associa	e's degree in Software Development Technology	
Bachelor's degree	in Data Communication Systems Technology	
Bachelor's degree	in Information Systems and Cybersecurity	
Bachelor's degree	in Information Systems Security	

9.01 See response from AAC

Bachelor's degree in Project Management

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(a) S	ee response	from AAC	
		from AAC	
(e) S	ee response	from AAC	
(d) S	ee response	from AAC	
9.02 Who is	assigned to	administer the academic program(s), and what are this person's qualifications?	
holds a Manag Admin	n associate' ement and S istration fro	on is the chair for the School of Information Technology at the Knoxville, Tennessee cames degree from the University of South Carolina in Lancaster, South Carolina; a bachelor's Systems from the University of South Carolina in Lancaster, South Carolina; and a master of the University of Phoenix. Mr. Stinson was hired September 1, 2009. Mr. Stinson was the University of Phoenix of Phoenix. Mr. Stinson was hired September 1, 2009. Mr. Stinson was the Technology on June, 18, 2012.	degree in Information degree in Business
9.03 Does th	nis individu	al possess appropriate academic or experiential qualifications?	
⊠ Yes	No No		
9.04 Is there program(s)?	e evidence t	hat the program administrator has sufficient authority and responsibility for the administra	ntion of the educational
⊠ Yes	s □ No		
9.05 Are the	time and re	esources devoted to the administration of the educational program(s) sufficient?	
⊠ Yes	s 🗌 No		
		meet the needs of its students and the requirements of the council as shown by student act dards for the following areas:	nievement outcomes which
(a) Stu	dent retentio	on rate of 62%	
⊠ Yes	No No	☐ Not applicable (new branch only)	
(b) Stu	dent placem	nent rate of 58%	
⊠ Yes	s □ No	☐ Not applicable (new branch only)	
9.07 List the	e communit	y resources and how they are utilized to enrich the program(s).	
Manag used as	ement degra guest speal	hnology requires a minimum of either one guest speaker or field trip per course per quarte ee, speakers from industry who hold the prestigious Project Management Professional des kers. In addition, students have attended the monthly meetings of the local professional as r of the Project Management Institute to learn about the profession and to make career cor	ignation have been routinely sociation and the East
9.08 Are the	ese resource	s sufficient?	
⊠ Yes	i □ No		
9.09 Review	ved at AAC		
9.10 Does th	ne catalog a	nd/or other advertising material such as brochures and web site, accurately describe the pr	ogram and its objectives?

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⊠ Yes □1	No	
	hat include practica, externships, or internships, does the institution have a written and mutu- ment between the institution and the practicum site, including specific learning objectives, c	
☐ Yes ☐ 1	No NA, (these elements are not part of the program or no student is far enough along	in the program)
9.12 Reviewed at A	AC	
9.13 Are independen	nt studies used appropriately, and is there a signed contract that meets Council standards?	
⊠ Yes □1	No	
9.14 Reviewed at A	AC	
9.15 Are course pre	requisites being followed?	
⊠ Yes □	No	
Yes Co Cot Yes Inst Yes Co Lea Yes Co Lea	Inse numbers No Inse prerequisites and/or corequisites No Inse prerequisites and/or corequisites No Insert thours/credits	work assignments k assignments that support the rk assignments, the majority of

9.17 Do students confirm that they receive a course syllabus and that it is followed?

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D	Yes	□ No							
9.18 A	re the co	ourses a	vailable when	needed by the stud	dent in the norn	nal pursuit of a p	orogram of study	?	
٥	☑ Yes	□ No							
				backup document) submitted to the		t the placement	rate for the progra	am(s) as reported on	the last Campus
	☑ Yes	□ No	□ NA, (t	here have been no	graduates)				
Н	Iow man	y calls	to employers o	r graduates were a	ittempted?				
T	he follo	wing nu	mber of calls	were made to empl	loyers for the fo	ollowing program	ms:		
Α	cademic	c associ	ate's degree in	Computer Networ	k Systems - 6				
F	Bachelor	s degre	e in Data Com	munication Syster	ns Technology	- 9			
В	Bachelor'	s degree	e in Project Ma	nagement - 5					
T	he other	progra	ns in this repo	rt did not have any	graduates on t	he 2011 CAR			
H	low man	y calls	to employers o	r graduates were s	successful?				
T	he follo	wing nu	mber of calls,	by program, were	successful:				
А	cademic	e associ	ate's degree in	Computer Networ	k Systems - 5				
İ	Bachelor	's degre	e in Data Com	munication Syster	ns Technology	- 2			
В	lachelor'	s degree	e in Project Ma	nagement - 3					
				ontact was made w screpancy between				oyment of the graduations.	ate as reported on
A	all of the	calls w	here contact w	as made confirme	d the employme	ent of the gradua	ates as reported o	n the 2011 CAR.	
9.20 V	Vas docu	ımentat	on on file to v	erify graduates cla	ssified on the C	CAR as "not ava	ilable for placeme	ent"?	
	Yes	□ No	□ Not A	pplicable					
9.21 D	oes the			itle IV financial ai to question 9.24)	d?				
9,22		ion of a	ous have writte credit hour?			r developing the	. 1	U.S. Department of	'Education's
	In the	"credit				2-2013 catalog,	volume 56, the	campus policy rega	arding homework is
9.23	Is ther		ice that out-of-	class work or the e		eing evaluated? r programs only			

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If Yes, briefly of	describe the documentation of ev	valuation viewed on site.
--------------------	----------------------------------	---------------------------

If No, insert the section number in parentheses and explain:

(Section 3-1-513(a) and Glossary): Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percent of the final grade.

9.24	Are the	following a	ppropriate to adequately support the number and nature of the program?
	(a) Fa	cilities	
	⊠ Yes	□ No	
	(b) In:	structional o	equipment
	⊠ Yes	□ No	
	(c) Re	sources	
	⊠ Yes	□No	
	(d) Pe	rsonnel	
	⊠ Yes	□ No	
9.25	- review	ed at AAC	
			bers* qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their lly and experientially appropriate to the subject matter they teach and the level of the credential awarded?
	⊠ Yes	□ No	
9.28	Is the si	ze of the fa	culty appropriate to the total student enrollment?
	⊠ Yes	□ No	
9.29	Is an ad	equate core	of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
	⊠ Yes	□ No	☐ NA, hiring responsibility is at AAC
9.30	Are tead	ching loads	reasonable?
	⊠ Yes	□ No	
9.38	Review	ed at AAC	
9.39	Review	ed at AAC	
9.40	Review	ed at AAC	
9.41	Is enrol	ment in the	second academic year of the two-year program sufficient to support regularly scheduled classes?

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☐ Not Applicable (no students in the second year)	
di.	
he third and fourth years of the bachelor's program sufficient to support regularly scheduled	d classes and laboratory
☐ N A, (no students in the third and fourth years)	
	Not Applicable (no students in the second year)

GENERAL COMMENTS:

The students in the School of Electronics Technology were very engaged and commented positively on their academic experience and their future job prospects as a result of the courses they had completed.

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SUMMARY

The institution is not in compliance with the Accreditation Criteria in the following areas:

Citation # (in bold)	Summary Statement (followed by report page number)
Section 3-1-513(a) and Glossary	Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses (pp. 33, 34, 37, 38, 39, 42, 43, 44, 47, 48, 52, and 53).
Section 3-1-12(c)	There is insufficient use of community resources in the Digital Entertainment and Game Design program (p. 42).

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RECOMMENDATIONS

The evaluation team offers the following recommendations for the institution's consideration (These recommendations are not included in the report seen by the Council):

A *system* for collecting and documenting data and information for elements of the CEP at the **campus** level is warranted, especially from graduates and employers, and then an annual analysis of the data collected and its meaning for program improvement.

Collect additional data on characteristics of the student population that might help to inform the instructional programs or, if already known or collected, integrate it into campus effectiveness planning. Such data might include prior education (e.g., high school graduation, post-secondary experience, GED, etc.), work experience, socio-economics status, family obligations, etc.

The team noted that several programs lacked significant contact with the "real-world" of practice and recommends more robust involvement with the business and industry community through use of increased community-based resources. This recommendation also came from students in some programs who requested more real-world experiences and contact with professionals.

The team also recommends that various programs' capstone projects be an actual work- or community-based project conducted by a student or teams of students to provide for a more rigorous measure of outcomes in the real-world of practice rather than a simulated project.



NEW GRANT REPORT

Westwood College—O'Hare Airport W. Higgins Road, Suite 100 Chicago, IL 60631 ACICS ID Code: 00011130

Deann Fitzgerald, Campus President (b)(6) @westwood.edu)
(b)(6) @westwood.edu

September 18-19, 2013

Scot Ober	Chair	Words etc, Inc.	Tucson, Arizona
Ed Krissler	Student-Relations Specialist	Krissler Business Institute	Newburgh, New York
Russell Poteat	Education/Interior Design Specialist	Virginia College	St. Croix, Virgin Islands
Miguel Rivera-Hernandez	Criminal Justice Specialist	John Dewey University	Trujillo Alto, Puerto Rico
Rosalind Collazo	Medical Assisting Specialist	ASA Institute	Glen Burnie, Maryland
Frank Torbert	Business Specialist	FLT Trading, Inc.	Imperial, Pennsylvania
Fawzi Ben Messaoud	Technology Specialist	Campus Performance	Carmel, Indiana
Terry Owens	Design Specialist	Southern Illinois University	Carbondale, Illinois
Perliter Walters-Gilliam	Staff Representative	ACICS	Washington, DC

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ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS

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PROGRAMS OFFERED BY Westwood College O'Hare Campus Chicago, Illinois

	ACICS	APPROVED		Enroll: Full- /Part-	CAR Retention & Placement			
CREDENTIAL			Qtr.		2012		2011	
EARNED	CREDENTIAL	PROGRAM TITLE	Hrs.	time	Ret.	Pla.	Ret.	Pla.
Diploma	Diploma	Medical Assisting	69.5	42/13	76.5%	84.75%	77.2%	69.6%
Associates	Academic Associate's	Information and Network Technologies	90.0	8/14	N/A	N/A	N/A	N/A
Associates	Academic Associate's	Computer Aided Design/Architectural Drafting *	90.0	1/0	76.92%	75.00%	68.2%	100.00%
Associates	Academic Associate's	Graphic Design	90.0	13/2	58.82%	N/A	55.6%	N/A
Associates	Academic Associate's	Construction Management	90.0	17/7	100.00%	N/A	N/A	N/A
Bachelor's	Bachelor's	Business Administration: Major in Accounting	180,0	U/I	84.00%	50.00%	62.10%	N/A
Bachelor's	Bachelor's	Business Administration: Major in Healthcare Management	180.0	20/5	64.81%	77.78%	65.80%	87.50%
Bachelor's	Bachelor's	Business Administration: Major in Marketing Management	180.0	19/8	76.39%	100,00%	67.80%	75,00%
Bachelor's	Bachelor's	Construction Management	180.0	7/2	67.86%	100.00%	67.30%	88.50%
Bachelor's	Bachelor's	Graphic Design: Major in Animation	180.0	0	80.00%	50.00%	56,30%	N/A
Bachelor's	Bachelor's	Graphic Design: Major in Visual Communications	180.0	11/0	75.00%	100.00%	55.60%	66.70%
Bachelor's	Bachelor's	Interior Design**	180.0	3/0	87.50%	N/A	67.90%	N/A
Bachelor's	Bachelor's	Criminal Justice: Major in Administration	180,0	57/25	67.74%	63.74%	67.50%	72.70%
Bachelor's	Bachelor's	Information and Network Technologies: Major in Network Management	180.0	0	67.74%	71.43%	66,70%	100,00%
Bachelor's	Bachelor's	Information and Network Technologies Major in Systems Security	180.0	9/8	83.33%	64.71%	75.00%	78.60%
Bachelor's	Bachelor's	Software Development: Major in Game Software Development	180.0	7/6	77.42%	100.00%	67.50%	N/A

TOTAL ENROLLMENT

315

Notes: Typed in bold are any retention rates below 62% and any placement rates below 58%.

^{*}The only student in the Computer Drafting program will be transferring to the Chicago Loop campus so the program was not reviewed. The team was provided with the student's file along with email dialogue about the transfer.

^{**} With continuous low enrollment, the institution decided while the team was on site that the Interior Design program will be discontinued once the final student graduates next year.

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INTRODUCTION

The Vanderschmidt School, the former name of the O'Hare Westwood Campus, was established in 1950 and was purchased by its present owners in 2001.

The overall population of the campus has dropped from 642 students in 2011 to 315 students today, due primarily to the continued legal scrutiny of the DuPage campus Criminal Justice program by the Illinois Attorney General and the Denver campus being placed on probationary status with the Colorado Commission on Higher Education. While this investigation is ongoing, the state of Illinois does not allow the campus to begin offering any new programs.

Two-thirds of the students are enrolled in bachelor's degree programs, the largest of which is Criminal Justice. The campus population is about evenly divided between male and female students.

The campus is no longer accepting enrollments in the bachelor's degree program in Graphic Arts—Animation or in the bachelor's degree program in Information and Network Technologies--Network Management. The one student in the associate's degree program in Computer-Aided Design (CAD) will transfer to another campus at the end of the current quarter, and that program will no longer accept enrollments. Thus, the associate's degree in CAD was not evaluated by the on-site team.

1. MISSION

1.01	The mission statement is on page 8 of the 2013 Illinois Westwood Academic Catalog.					
1.02	Does the campus have an appropriate mission statement with a set of supporting objectives? ☑ Yes ☐ No					
1.03	Are the objectives devoted substantially to career-related education? ☑ Yes ☐ No					
1.04	Are the objectives reasonable for the following? (a) The programs of instruction ☐ Yes ☐ No (b) The modes of delivery. ☐ Yes ☐ No (c) The facilities of the campus. ☐ Yes ☐ No					
1.05	Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public? Yes \sum \subseteq No					
1.06	Is the campus committed to successful implementation of its mission? ⊠ Yes □ No					
CAME	PUS EFFECTIVENESS					
1.07	Does the campus have a current Campus Effectiveness Plan (CEP)? ⊠ Yes □ No					
1.08	If the campus is an additional location, does the additional location have its own CEP, separate from the main campus IEP? Yes No Not Applicable					
1.09	Does the CEP describe the following? (a) The characteristics of the programs offered.					

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1.10	 (c) The types of data that will be used for assessment. ☐ Yes ☐ No (d) Specific goals to improve the educational processes. ☐ Yes ☐ No (e) Expected outcomes of the plans. ☐ Yes ☐ No Are the following five required elements evaluated in the CEP? (a) Student retention. 	
	Yes	
1.11	Define the student learning outcomes used by the campus and how these outcomes are being assessed. The campus uses grade distributions as the sole measure of documenting student learning outcomes. The assessed through CampusVue.	e outcomes are being
1.12	Are the following identified and described in the CEP? (a) The baseline data for each outcome. Yes	prove the educational
	If No for any applicable item, insert the section number in parentheses and explain: (Section 3-1-111): The campus CEP does not meet Council requirements in the following areas:	
	1. Graduate satisfaction is measured during the student's last quarter of enrollmentwhen they are not yet g	raduates.
	Employer satisfaction is based on so few responses (9 responses out of 168 employers surveyed) that the not be considered as representative of all 168 employers.	e data received could
	3. Grade distributions are the sole measure of student learning outcomes, but the data reported is not a learning outcomes in all areas. Further, the data is not adequately analyzed. For example, of the 33 HIST420, none received a grade of F. On the other hand, none of the 12 students enrolled in MKTG320 wide grading discrepancies should be investigated as a means of improving the educational process programs take certification exams (which the campus pays for); these results should be included in the CEI	students enrolled in received an A. Such es. Students in some
1.13	Has the campus published annual placement and retention goals in its CEP that take into account its rat Campus Accountability Reports and that demonstrate its ability to maintain or improve retention and place Yes No Not Applicable (new additional location or initial applicant only)	
1.14	Has the campus published specific activities that will be undertaken to meet placement and retention goals! ✓ Yes ☐ No ☐ Not Applicable (new additional location only)	
1.15	Describe the specific activities that the campus will undertake to meet these goals. The campus has started a new initiative to pay more attention to placing Medical Assisting students in externship position, as a means of increasing the externship-to-hire rate. The campus is now hosting more	

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fair attracted 16 potential employers to campus. The campus has also started contacting students after their first absence to ensure that attendance does not become an issue. 1.16 Does the campus have documentation to show the following? (a) That the CEP has been implemented. X Yes ☐ No (b) That specific activities listed in the plan have been completed. X Yes No That periodic progress reports have been completed. Yes No 1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee. Ms. Deann Fitzgerald, campus president, is responsible for implementing and monitoring the CEP. She holds an associate's degree in Business from Waubonsee Community College, a bachelor's degree in Business Administration from Aurora College, and a master's degree in Business Administration from Olivet Nazarene University. She has about 10 years of experience in the career college sector and became campus president in June 2013. Does the campus have documentation to show that the CEP is evaluated at least annually? 1.18 X Yes Not Applicable (new additional location or initial applicant only) ORGANIZATION 2. Is the following information regarding the campus appropriately stated in the catalog? 2.01 (a) Governance, control, and corporate organization. X Yes No (b) Names of the trustees, directors, and/or officers. X Yes No Names of the administrators. Yes 2.02 Does the campus: (a) Adequately train its employees? X Yes No (b) Provide them with constant and proper supervision? X Yes No (c) Evaluate their work? X Yes 2.03 Is the administration of the campus efficient and effective? X Yes 2.04 Does the campus maintain written documentation to show that faculty and staff members: (a) Clearly understand their duties and responsibilities? X Yes No (b) Know the person to whom they report? X Yes No (c) Understand the standards by which the success of their work is measured? X Yes 2.05 Does the administration maintain documentation of the evaluation of the faculty and staff? X Yes 2.06 Has the campus adopted a policy on academic freedom that has been communicated to the faculty? × Yes No

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2.07	Does the campus have an appropriate grievance policy for faculty and staff? ☑ Yes ☐ No					
2.08	Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the and address of ACICS? ☑ Yes ☐ No ☐ Not Applicable (initial applicants only)	e name				
2.09	Who is responsible for the financial oversight of the campus, and what are this person's qualifications? Ms. Fitzgerald, campus president, is responsible for the financial oversight of the campus. As noted earlier, she holds a madegree in Business Administration and has 10 years of work experience in the career-college sector.	aster's				
3.	ADMINISTRATION					
3.01	Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreworkshop within 18 months prior to the final submission of the self-study? Yes No	ditation				
3.02	Are all staff well trained to carry out administrative functions? ⊠ Yes □ No					
3.03	Who is the on-site administrator, and what are this person's qualifications? Ms. Fitzgerald, campus president, is the on-side administrator. As noted earlier, she holds a master's degree in Business Administration and has 10 years of work experience in the career-college sector.					
3.04	Does the campus list degrees of staff members in the catalog? ☑ Yes ☐ No					
	If Yes, is appropriate evidence of the degrees on file? ⊠ Yes □ No					
3.05	Is there evidence that the campus keeps adequate records to support the following administrative operations? (a) Financial aid activities. Yes No Not Applicable (campus does not participate in financial aid) (b) Admissions. Yes No (c) Curriculum. Yes No (d) Accreditation and licensure. Yes No (e) Guidance. Yes No (f) Instructional resources. Yes No (g) Supplies and equipment. Yes No (h) The school plant. Yes No (i) Faculty and staff. Yes No (j) Student activities. Yes No (k) Student personnel. Yes No (k) Student personnel.					
3.06	Does the campus admit ability-to-benefit students?					

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3.11	Do student files contain evidence of graduation from high school or the equivalent? ☑ Yes ☐ No
3.12	Are appropriate transcripts maintained for all students? ☑ Yes ☐ No
3.13	Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?
	⊠ Yes □ No
3.14	Are student records protected from theft, fire, water damage, or other possible loss? ☑ Yes ☐ No
3.15	Does the campus maintain transcripts for all students indefinitely? ⊠ Yes □ No
3.16	Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?
4.	RELATIONS WITH STUDENTS
4.01	How many student files were reviewed during the evaluation? The team reviewed 30 files of students classified on the 2012 CAR, including 10 classified as graduates, 10 classified as drops and 10 classified as still enrolled. The team also reviewed the files of two students on academic probation, two students or academic warning, and one student who was academically dismissed. In addition, the ledger cards of the 14 current students receiving institutional scholarships and the ledger cards of the 51 recently graduated students were reviewed.
4.02	Does the campus ensure that its student relations reflect high ethical standards? ⊠ Yes □ No
4.03	Does the campus have appropriate admissions criteria? ⊠ Yes □ No
4.04	Does the campus contract with third parties for admissions and recruiting purposes? ☐ Yes ☐ No
4.05	Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)? Yes
4.06	Does the admissions policy conform to the campus's mission? ☑ Yes ☐ No
4.07	Is the admissions policy publicly stated? ☑ Yes ☐ No
4.08	Is the admissions policy administered as written? ⊠ Yes □ No
	 (a) Clearly outlines the financial obligations of both the institution and the student? ✓ Yes □ No (b) Outlines all program related tuition and fees? ✓ Yes □ No

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	(c) Has a signature of the student and the appropriate school representative?
	⊠ Yes □ No
	Is there evidence that a copy of the agreement has been provided to the student? Yes No
4.10.1	Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications? Mr. Michael Favia, director of admissions, is responsible for the oversight of student recruitment. Mr. Favia holds a bachelor degree in Political Science and a master's degree in Business Administration from Dominican University. He also holds certificate in Paralegal Studies from Roosevelt University. He began his career at Westwood in the admissions office in 200 Before coming to Westwood O'Hare, Mr. Favia was an assistant manager at HSBC bank for four years. He is qualified oversee the admissions office.
4.11	How is the team able to verify that the recruiting process for new students is ethical and compatible with the educational objective for the campus? The recruiting process at the Westwood O'Hare location is ethical and compatible with the educational objectives for the campus.
	The team interviewed current students and admissions personnel, reviewed the Better Business Bureau (BBB) website, a reviewed current advertising materials. The students are positive about the admissions process, the admissions representatives a knowledgeable about Westwood's programs and policies, and Westwood's headquarters utilizes a third-party who sends myste shoppers to all Westwood campuses twice a year.
	However, it should be noted the BBB has posted an alert for Westwood because of an Illinois government action. On January 1 2012, the Illinois Attorney General filed a Complaint for Injunctive and Other Relief against this business in Cook Cour Circuit Court. Charges filed allege the business made a variety of false representations and promises regarding the value a transferability of its coursework and degrees for students enrolled in their Criminal Justice program. The alleg misrepresentations constitute violations of the Illinois Consumer Fraud and Deceptive Business Practices Act. As of the visit, t matter is pending. (See more at: http://www.bbb.org/denver/business-reviews/schools-business-and-vocational/westwoogcollege-in-denver-co-4694#govtaction .)
	The ACICS office is aware of this government action and is monitoring it closely.
4.12	Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?
	(a) Courses and programs.
	Yes □ No
	(d) Terms. Yes No
	(e) Operating policies.
	⊠ Yes □ No
4.13	Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity? Yes No
4.14	Does the state in which the campus operates require representatives to be licensed or registered? ☐ Yes ☐ No
4.15	Are the titles of recruitment and enrollment personnel appropriate? ☐ Yes ☐ No

If No, insert the section number in parentheses and explain:

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(Section 3-1-412(d)): Titles of some recruitment personnel are not appropriate. Some enrollment personnel have titles of "Education Representative" and "Senior Education Representative," which do not accurately reflect their actual duties and responsibilities as admissions representatives. The job description for Education Representative defines the position's purpose as follows: "The primary role of the Education Representative is to contact, interview, and enroll potential student inquiries into a qualified career-focused education and guide the prospective student through the enrollment completion process." Three of the seven admissions representatives have titles of "Education Representative" as stated on their job descriptions and their door plaques, Ms. Martha Martin, Ms. Lisa Mullins, and Mr. Rafael Czechowski.

4.16	Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?
	awarding, and disbursement? ☐ Not Applicable (campus does not participate in financial aid)
4.17	Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards? Yes No
4.18	Does the campus have written policies and procedures for evaluating and accepting transfer of credit? ☑ Yes ☐ No
4.19	Is there evidence that the campus properly awards transfer of credit? ☑ Yes ☐ No ☐ Not Applicable
4.20	Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus? Yes
4.21	Has the campus established articulation agreements with other institutions? ☐ No(Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs)
	If <i>Yes</i> , has the campus published a list of institutions with which it has established the agreements? Yes \sum No
4.22	Does the campus provide documented notification to students of the articulation agreements and the transferability of credits in the programs that are offered? ☑ Yes ☐ No
4.24	Is the standards of satisfactory academic progress policy published in the catalog? ☑ Yes ☐ No
	If Yes, state the page number(s) where the standards of satisfactory academic progress policy is published? The standards of satisfactory academic progress policy is published on pages 47-50 of the 2013 academic catalog – 6614, volume 31 - number 2, revised May 2013. Revisions are published in the catalog addendum, effective September 17, 2013, on pages 2-6.
4.25	Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following? (a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length. Yes No No
	 ✓ Yes ☐ No (c) Procedures for re-establishing satisfactory academic progress.
	 ✓ Yes ☐ No (d) A definition of the effects of the following on the CGPA and successful course-completion percentage: Withdrawals. ✓ Yes ☐ No Incomplete grades. ✓ Yes ☐ No Repeated courses.

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	⊠ Yes □ No	
	Non-punitive grade	
		Not Applicable (campus does not offer)
	Non-credit or reme	
	Yes No	☐ Not Applicable (campus does not offer)
	A warning status.	Not Applicable (campus does not offer)
	Yes No	☐ Not Applicable (campus does not use)
	A probationary peri	
	✓ Yes No	od.
	An appeal process.	
	⊠ Yes □ No	
	An extended-enroll	ment status
	☐ Yes ☐ No	☐ Not Applicable (campus does not offer)
		udent changes programs.
	⊠ Yes □ No	Not Applicable (campus only offers one program of study
		udent seeks to earn an additional credential.
	⊠ Yes □ No	☐ Not Applicable (campus only offers one credential)
	The implications of	
	⊠ Yes □ No	
4.26	Dono the common comb.	S C A D atom dowle agree intentile to all atomicants?
4,20	Yes No	s SAP standards consistently to all students?
	☑ 1es ☐ No	
4.27	Are students who are not	making satisfactory academic progress properly notified?
	⊠ Yes □ No	☐ Not Applicable (no students are in violation of SAP)
	tonin and the total	- N. M. Carlotta and Carlotta a
4.28		end of each academic year or at 50% of the normal program length if the program is one academic year in
	length or shorter?	
	⊠ Yes □ No	
4.29	Is SAP evaluated at the o	nd of the second academic year and at the end of each subsequent academic year where students must have
0.60		on a scale of 4.0 or its equivalent?
	⊠ Yes □ No	☐ Not Applicable (all programs are one year or less)
4.30	Are students who are not	making satisfactory academic progress at the end of the second year dismissed?
	⊠ Yes □ No	☐ Not Applicable (all programs are less than two years)
	A CONTRACTOR OF STREET	
4.31		itative components evaluated cumulatively for all periods of a student's enrollment?
	⊠ Yes □ No	
4.32	Are students allowed to	emain on financial aid while under warning status?
1.52	Yes No	Not Applicable (campus does not participate in financial aid)
	△ 100 □ 110	Trot repriedute (campas does not participate in imaneja; and)
	If Yes, is the student info	med of this policy?
		Section Community and Communit
2.62		
4.33		als are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated
		ing satisfactory academic progress?
	⊠ Yes □ No	
4.34	Are students who are nla	ced in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating
13.0	circumstances?	NATIONAL CANADACTURE COMPANION CONTRACTOR CONTRACTOR SAN OF S
	☐ Yes ☐ No	
		ous does not have extended enrollment and/or does not participate in financial aid)
	Section of the Assessment	
4.35	Do credits attempted dur	ing the extended-enrollment status count toward the 1.5 times of normal program length?

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	☐ Yes	□ No	Not Applicable (campus does not have extended enrollment)				
4.36			ceeded one and one-half times the standard time frame and were award bligations waived? Not Applicable (there is no such student)	ed the original credential, were			
4.37	Are student	Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs? Yes No					
4.38	Ms. Cheri responsible the SAP st associate's	Caswick, can for the admini andards. The degree in Par a master's de	administration of satisfactory academic progress, and what are this person apus registrar, is responsible for reviewing student records. Dr. El stration of Satisfactory Academic Progress (SAP). Program chairs adviseducation department monitors each student at the completion of each calegal Studies from Westwood College Online. Dr. Crowe holds an egree in Special Education, and a doctoral degree in Curriculum a	llen Crowe, academic dean, is e students who are not meeting h term. Ms. Caswick holds an a associate's degree in Special			
4.39	Does the ca	mpus encourag	ge and assist students who are experiencing difficulty in progressing satisfa	actorily in their programs?			
4,40	 (a) Scho (b) Grar (c) Loar 	olarships. nts. ns.	ony of the following? (Mark all that apply.) ot offer scholarships, grants, and/or loans. (Skip to Question 4.42.)				
	If <i>Yes</i> for ar ⊠ Yes	ny item, does th	ne campus properly identify all scholarship, grant, and loan programs?				
4,41		ampus fully distribution its catalog?	sclose the terms, conditions, and application procedures regarding camp	ous loan, scholarship, and grant			
4.42	Are all simi ⊠ Yes	larly circumsta	need students who enrolled at the same time and in the same programs ch	arged the same tuition and fees?			
4.43	Are tuition Yes	and fees clearly	y stated in the catalog?				
	If Yes, have ⊠ Yes	students confi	irmed receiving a copy of the catalog? Not Applicable				
4.44	(a) Charge Yes (b) Dates f Yes (c) Fees. Yes (d) Other o Yes (e) Payme Yes	os. No for the posting No No No charges. No nts.	students clearly show the following? of tuition.				
	(f) Dates o ⊠ Yes	of payment.					

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	 (g) The balance after each transaction. ☑ Yes ☐ No
4.45	Is the effective date listed on announcements of changes in tuition and fees? Yes No Not Applicable (campus has not changed tuition or fees)
4.46	Is the campus' refund policy published in the catalog? ⊠ Yes □ No
4.47	Is the refund policy fair, equitable, and applicable to all students? ☑ Yes ☐ No
4.48	Is the campus following its stated refund policy? ⊠ Yes □ No
4.49	Does the campus participate in Title IV financial aid? ⊠ Yes □ No (Skip to question 4.57)
4.50.1	Who is responsible on-site for administering student financial aid, and what are this person's qualifications? Ms. Tracy Walker, director of student finance, is responsible for on-site administration of student financial aid. Ms. Walker holds a bachelor's degree in English from Bradley University and a master's degree in Higher Education from Capella University. She has experience in managing and administering Title IV aid with a balanced background in financial management and leadership. She oversees the daily functions of the financial aid office and the business office. Ms. Walker has over 11 years of experience in financial aid at both private and proprietary postsecondary institutions. She is qualified to administer student financial aid.
4.51	Is the person who determines the amount of student awards <i>not</i> also responsible for disbursing those awards? ⊠ Yes □ No
4.52	Are final student financial aid award determinations made by administrative individuals who are <i>not</i> responsible for recruitment? ☑ Yes ☐ No
4.53	Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field? ☑ Yes ☐ No
	Ms. Tracy Walker, director of student finance, is a current member of the Illinois Association of Student Financial Aid Administrators (ILASFAA).
4.54.1	Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual). Ms. Walker and the two financial aid officers stay current by attending ILASFAA training, electronic access training, regional meetings, workshops, beginning- and advanced-level training at the corporate office, as well as local, state, and federal workshops,
4.55	Is there evidence that the financial aid administrator regularly participates in professional awareness activities? ☑ Yes ☐ No
4.56	Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios? Yes \sum No
4.57	Does the campus provide discounts for cash received in advance of the normal payment schedule? Yes No (Skip to question 4.58.)

Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal 4.58 counseling, student orientation, etc. Student services include the Day One Success class, which is held before the first day of classes for all entering students. The orientation teaches students the keys to being successful students at Westwood College. Students are welcomed by all staff. Besides reviewing the "keys to be successful," there is also a break-out session where the students are able to meet with the program chair within their respective area of study. Ms. Zena Williams, director of campus operations, is responsible for the student support department. Her office assists students with housing, daycare, transportation information, and counseling. Counseling services are outside parties that are not related to or associated with Westwood College. Student support personnel identify the most affordable and convenient locations. Various options are presented, and the students then decide what is best for them, depending on their respective situations. Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the 4.59 campus' graduates? Yes X No Not Applicable If No, insert the section number in parentheses and explain: (Section 3-1-441(c)): Follow-up studies on graduate satisfaction are not conducted at specific measuring points following the placement of the campus' graduates. 4.60.1 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications? Ms. Hope Green, director of career services, is responsible for the oversight of counseling students on employment opportunities. Ms. Green holds an associate's degree in Early Childhood Education from Richard J. Daley Community College, and a bachelor's degree in Social Science and a master's degree in Sociology from Roosevelt University. Ms. Green has over 20 years of career services experience, including 7 years with Westwood. 4.61 Does the campus offer employment assistance to all students? X Yes Not Applicable (campus enrolls only international students on a student visa) 4.62 Does the campus use placement percentages or salary projections as part of its recruiting activities? Yes 4.63 The beginning enrollment on the most current Campus Accountability Report (CAR) is 641. The ending enrollment reported on the previous year's CAR is 641. Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability 4.64 Report (CAR) last submitted to the Council? X Yes No Not Applicable 4.65 Are students who receive financial aid counseled concerning their student loan repayment obligations? X Yes No Not Applicable (campus does not participate in financial aid) 4.66.1 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations. All students receiving Title IV loans are required to undergo entrance interviews and exit interviews regarding their rights and responsibilities as borrowers. The interviews are an online session, including a complete tutorial and a student loan quiz for the students to complete. This entrance quiz must be completed prior to the Direct Loan application process. The goal of the entrance interview is to assure that students understand their financial obligations before participating in any loan programs. Entrance counseling is typically completed in the Student Finance Portal but may be completed via other electronic means or in hard copy. Describe the extracurricular activities of the campus (if applicable). 4.67

Extracurricular activities include community outreach activities, social activities, and student clubs. Community outreach activities include blood drives, Toys for Tots, food drives, and school supply drives. Social activities include barbeques, dress-

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up days, Westwood gear, Spirit Week, and seasonal activities. Student clubs include the ABK (Alpha Beta Kappa) Honor Society and the Criminal Justice Club.

GENERAL COMMENTS:

The campus is both appropriate and educationally viable. Students interviewed are positive about their relationship with the administration.

COMMENDATIONS:

The team was impressed with the sincerity of the staff, especially Ms. Caswick, registrar; Mr. Favia, director of admissions; Ms. Green, director of career services; and Ms. Williams, director of campus operations.

5. EDUCATIONAL ACTIVITIES

J. L	DUCATIONAL ACTIVITIES
5.01	Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable statlaws? ☑ Yes ☐ No
5.02	Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications? Dr. Ellen Crowe, academic dean, oversees the educational activities of all programs. As previously noted, Dr. Crowe holds doctoral degree in Curriculum and Instruction, a master's degree in Special Education, and a bachelor's degree in Special Educatio from St. Louis University. She has over 20 years of educational experience and has been the academic dean at Westwood College O'Hare since August 2009.
5.03	Does this person have appropriate academic or experiential qualifications? ☑ Yes ☐ No
5.04	Describe how the campus makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs. Per the job description for the campus academic dean and the Westwood College Faculty Handbook, the dean is directly responsible and accountable for ensuring the fulfillment of educational goals, objectives, and the overall quality of education and academic integrity of the campus. Dr. Crowe is responsible for hiring, retaining, and managing faculty members; she allocate funds for academic affairs; and ensures campus compliance with all programs and institutional accreditation standards, among other responsibilities.
5.05	Is the time devoted to the administration of the educational programs sufficient? ☐ Yes ☐ No
5.06	Is there a published policy on the responsibility and authority of faculty in academic governance? ☑ Yes ☐ No
5.07	Does the policy, at a minimum, address the role of the faculty in the following areas? (a) Development of the educational program. ☐ Yes ☐ No (b) Selection of course materials, instructional equipment and other educational resources. ☐ Yes ☐ No (c) Systematic evaluation and revision of the curriculum. ☐ Yes ☐ No (d) Assessment of student learning outcomes. ☐ Yes ☐ No (e) Planning for institutional effectiveness. ☐ Yes ☐ No
5.08	Is there evidence that this policy has been adopted and faculty members are aware of it? ☑ Yes ☐ No

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5.09	Does the campus have any programs that require specialized programmatic accreditation to obtalicensure by the state in which the campus is approved? Yes No (Skip to question 5.11)	nin entry-level employment or
5.12	Was documentation on file to verify graduates classified on the CAR as "not available for placement" ☑ Yes ☐ No ☐ Not Applicable	27
5.13	Are the educational programs consistent with the campus' mission and the needs of its students? ⊠ Yes □ No	
5.14	Do the formation of policies and the design of educational programs involve students, graduate other interested parties such as advisory committees? Yes No	s, administrators, faculty, and
5.15	Varied instructional delivery methods are utilized to ensure students are gaining subject-matter comprehension. These inc visual presentations, group projects, case studies, and real-life scenarios. When a student is identified as not achieved satisfactory progress in a subject, faculty members are available to work with the student individually or to recommend tutor Instructors and program chairs monitor the school's online grade book beginning in Week 3 to identify at-risk students addition, students have access to computer labs and the Learning Commons (library); several faculty members have formed informal group to discuss and explore different strategies for supporting students who need additional academic support; faculty from several departments are willing to meet on an as-needed basis.	
5.16	Describe the system in place to evaluate, revise, and make changes to the curriculum. Curriculum revisions are initiated and implemented from the corporate office in coordination wit Westwood College also provides an e-mail address (360@westwood.edu) for faculty to make curriculum change; this process is coordinated by the program chairs and the institution's academic d	direct suggestions relative to
5.17	Does the faculty participate in this process? ⊠ Yes □ No	
5.18	Is credit appropriately converted in relation to total student contact hours in each class? ⊠ Yes □ No	
5.19	If the campus awards academic credit to students who demonstrate subject competency based of personal experiences, is there an established systematic method for evaluating and awarding a campus adheres? No Not Applicable (campus does not award such credit)	
5.20	Are courses and breaks scheduled appropriately, given the students' academic background and the co ⊠ Yes □ No	ursework involved?
5.21	Are the following appropriate to adequately support the number and nature of the general education programs are offered with no general education courses, skip to 5.22) (a) Facilities. Yes No (b) Instructional equipment. Yes No (c) Resources. Yes No (d) Personnel. Yes No	on courses? (If only nondegree
5.22	Does the campus provide an environment for its faculty that is conducive to effective classroom instru	action?

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5.23	Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?
5.24	Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws? Yes \sum No
5.25	Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors? Yes No
5.26	Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States? Yes No Not Applicable (no faculty members hold foreign credentials)
	Official foreign credentials for two faculty members were provided while the team was on-site.
5.27	Is there documented evidence of a systematic program of in-service training at the campus? No No
	If Yes, how is this documented? In-services are documented by certificates of completion which are kept in the faculty files; each certificate includes the date of the training, subject matter, and the faculty's name.
5.28	Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans? ☑ Yes ☐ No
	A number of faculty development plans were missing appropriate activities for professional growth or had only one such activity listed. Activities included Plagiarism (Cengage), Teaching in a Virtual Environment (CEE), and Grade Anywhere. While the institution was able to revise all of the plans while the team was on-site by providing documentation and revising the actual plans, it is evident there is a lack of understanding of which activities are appropriate for professional growth and which represent institutional in-service. The overall quality of the plans was adequate; however, the plans did not fully reflect the intent of faculty development.
5.29	Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings? ☑ Yes ☐ No
5.30	Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs? No
5.31	Does the institution utilize contracts and/or agreements with other institutions or entities? ☐ Yes ☐ No
5.34	Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the <i>Accreditation Criteria</i> ? ☑ Yes ☐ No
5.35	Does the program include a minimum of 15 semester, 22.5 quarter hours, or their equivalent in general education courses? ☑ Yes ☐ No
5 36	Do the programs' general advection courses most Council standards in that the courses place amphasis on principles and theory

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	not on practical applications associated with a particular occupation? ☑ Yes ☐ No
5.37	Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who half graduate degrees, professional degrees, or bachelor's degrees plus professional certification? Yes No
5.38	Does the program include a minimum of 36 semester hours, 54 quarter hours, or their equivalent in general education courses? Yes No
5.39	Do the program's general education courses meet Council standards? Yes No
5.40	Are at least one-half of all lower-division subjects and all upper-division courses that are part of the bachelor's degree progratuught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus profession certification? Yes \sum No
6. 1	DUCATIONAL FACILITIES
6.01	Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parki situation and any other pertinent information). The campus comprises approximately 40,000 square feet of space on three separate floors of a multi-story office building. T facility houses 12 classrooms, a library, offices, and computer, medical and design labs. There is adequate student parking, a the building is handicapped-accessible.
6.02	Does the campus utilize any additional space locations? ☐ Yes ☐ No
6.03	Does the campus utilize campus additions?
proc.	☐ Yes ☐ No
6.04	Are all facilities (including additional space and campus additions) appropriate for the size of the student population and t programs offered? Yes \sum \sum No
6.05	Are the following appropriate to support the student population and the programs offered at all locations (including additional spa and campus additions)? (a) Equipment Yes
6.06	Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations? Yes No Not Applicable

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7. PUBLICATIONS

7.01	What catalog was used during the evaluation (please include the year, number, and volume if appropriate)? The Westwood College, 2013 Academic Catalog for Illinois was used during the evaluation. Revised May 2013, the catalog represents volume 31, number 2. In addition, an addendum effective 10/17/2013 was also provided with this catalog.
7.02	Does the self-study or additional location application part II accurately portray the campus? ☑ Yes ☐ No
7.03	Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students? Yes No
7.04	Does the catalog contain the following items? (a) A table of contents and/or an index. Yes
	to work in the field; and any additional requirements that must be met to complete the curriculum. Yes No No No No Red description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise
	description of the course contents, and any necessary prerequisites. ☐ Yes ☐ No
	 (I) An explanation of the grading system that is consistent with the one that appears on the student transcript. ∑ Yes □ No
	 (m) A definition of the unit of credit. □ Yes □ No □ Not Applicable (The campus does not award credit) (n) A complete explanation of the standards of satisfactory academic progress. □ Yes □ No (o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each. □ Yes □ No (p) The transfer of credit policy. □ Yes □ No (q) A statement of the tuition, fees, and any other charges. □ Yes □ No
	 (r) A complete and accurate listing of all scholarships, grants, and/or loans offered. ✓ Yes □ No □ Not Applicable (no scholarships, grants, or loans offered)

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	(s) The refund policy.
	⊠ Yes □ No
	(t) A statement describing the student services offered. ☐ Yes ☐ No
	(u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).
7.05	Does the campus offer degree programs?
100	⊠ Yes □ No
	If Yes, does the catalog contain the following?
	 (a) An explanation of the course numbering system (for all levels). ✓ Yes □ No
	(b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and
	bachelor's degrees only).
	Yes No (c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only).
	Yes No
	(d) Identification of courses that satisfy the upper-division (for bachelor's degrees only).
	⊠ Yes □ No
7.06	Does the campus offer courses and/or programs via distance education?
	Yes No (Skip to Question 7.07.)
	If Yes, does the catalog contain the following?
	(a) A description of each mode of delivery used for distance education courses.
	⊠ Yes □ No
	(b) Any additional or different admissions requirements for students taking distance education courses. ☐ Yes ☐ No ☐ Not Applicable (there are no additional or different admissions requirements)
	(c) A description of any tests used to determine access to distance education.
	☐ Yes ☐ No ☐ Not Applicable (no additional tests are given)
	(d) A description of the resources and equipment the students must have to avail themselves of distance education instruction. Yes No
	(e) Costs and fees associated specifically with distance education.
	Distance education is offered via a consortium agreement with the online campus in Denver, Colorado,
7.07	Does the catalog contain an addendum/supplement?
	Yes No (Skip to Question 7.08.)
	(a) Is the catalog updated at an appropriate interval (the addendum/supplement should not be used as a substitute for meeting this expectation)?
	⊠ Yes □ No
	(b) Does the addendum supplement include the school name, location, and effective date for the entire document (or for individual sections if effective dates vary)?
	⊠ Yes □ No
	 (c) Do students receive a copy of the addendum/supplement with the catalog? ✓ Yes □ No

As noted, an addendum with an effective date of 10/17/13 was included with the original catalog for the next start period. This section of the addendum includes a revised SAP policy, which provides a better explanation than the one in the catalog; program approvals, by campus; updated academic and program information; updates on loan, Illinois graduation and retention rates; and information on requirements for scholarships. Further, this addendum included financial information caps, APEX interest rates and fees, and faculty information.

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7.08	Is the catalog available online? ☐ Yes ☐ No (Skip to Question 7.09.)	
	It is, however, available on the student portal.	
7.09	Does the campus utilize a multiple-school catalog? ⊠ Yes □ No (Skip to Question 7.10.)	
	If Yes, answer the following: (a) Are all campuses using the same catalog of common ownership? ☐ Yes ☐ No (b) Are all photographs utilized properly labeled to identify the location depicted? ☐ Yes ☐ No (c) Are faculty and staff listings properly identified with respect to the campus to which they belong? ☐ Yes ☐ No	
7.10	The institution utilizes one catalog for all campuses in the state of Illinois. Is all advertising and promotional literature, through any type of media (social media, website, newspapers, etc.), truthfudignified?	1 and
	⊠ Yes □ No	
7.11	Is the correct name of the campus listed in all advertising, web postings and promotional literature? ☑ Yes ☐ No	
7.12	Where does the campus advertise (publications, online, etc.)? The institution advertises via its website (www.westwood.edu), YouTube, Twitter, FaceBook, and LinkedIn. Print media in brochures, pamphlets, and posters (Westwood 100 Promotion). TV spots are also used. Copies of signed releases were on file students/graduates used for the success stories (on YouTube, print, and TV spots).	
	Are all print and electronic advertisements under acceptable headings? ☑ Yes ☐ No	
7.13	Does the campus use endorsements, commendations, or recommendations in its advertising? ☑ Yes ☐ No (Skip to Question 7.14.)	
	If <i>Yes</i> , is there evidence that prior written consent was obtained and that all representations are factual and portraying conditions?	ırrent
	⊠ Yes □ No	
7.14	Does the campus utilize services funded by third parties? ☐ Yes No (Skip to Question 7.15.)	
7.15	Does the campus avoid offering monetary incentives to attract students and avoid making guarantees for job placement or sala graduates?	ry for
	⊠ Yes □ No	
7.16	Is the phrase "for those who qualify" properly referenced in all advertising that mentions financial aid? Yes No Not Applicable (campus does not participate in financial aid)	
7.17	What institutional performance information does the campus routinely provide to the public? The institution discloses information on:	
	Completion and graduation rates - This document identifies the student graduation rate by gender, major racial and ethnic group, and by certain aid statuses.	sub-

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Employment disclosures - This document contains a summary of 2012 graduate performance by campus. Information is based on graduates from July 1, 2011, to June 30, 2012, as reported to ACICS on the Campus Accountability Report.

Financial aid disclosures - This document contains important information about the responsibilities associated with borrowing money to assist with student investment in college education.

Program disclosures - This document provides information about on-time graduation and placement rates, median loan debt, tuition and fees, as well as Standard Occupational Codes (SOC).

Retention and graduation rates - This document contains retention, completion, and graduation rates by campus.

Where is this information published and how frequently is this information being updated? This information is published on the institution's website (www.westwood.edu) and is updated annually.

8. LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY

8.01	Does the campus develop an adequate base of library resources? ☑ Yes ☐ No
8.02	Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses? \boxtimes Yes \square No
8.03	Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process? ☑ Yes ☐ No
8.04	Are adequate staff provided to support the development, organization of the collection, and access of library resources? ☑ Yes ☐ No
8.05	Describe how the campus develops continuous assessment strategies for resources and information services? The librarian regularly surveys the faculty for ideas on purchasing materials for their programs. Faculty requests are made prior to and during each term, and materials are ordered that align with the classes being taught. The librarian solicits ideas for new and supplemental materials from the program chairs during regularly scheduled meetings, and consults professional review sources and/or association websites for appropriate research materials.
	Are these methods appropriate?
	⊠ Yes □ No
8.06	Is the library staff adequately trained to support the library? ☑ Yes ☐ No
8.07	Is the campus' established annual budget appropriate to the size and scope of the campus and the programs offered, and is the allocation appropriately expended for the purchase of books, periodicals, library equipment, and other resource and reference materials? Yes No
8.08	What is the amount of the current year's library budget excluding personnel allocations? The current year's library budget is \$30,641.
8.09	What portion of the current year's library budget has been spent and how has the money been allocated? To date, the entire current year's library budget has been spent. Of that amount \$3,000 was spent on books/reference materials, \$24,320 was spent on electronic resources, and \$3,321 was spent on periodicals.
8.10	Is there evidence that the faculty have major involvement in the selection of library resources? ☑ Yes ☐ No

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8.11	Are the library hours adequate to accommodate the needs of all students? ☑ Yes ☐ No
8.12	Describe how the faculty inspire, motivate, and direct student usage of the library resources? Faculty members routinely assign projects which require students to find, analyze, and/or retrieve information from the library resources. These assignments are clearly defined on course syllabi. In addition, faculty encourage students to take part in a campus-orchestrated scavenger hunt in which students are required to search the library for various resources such as a subject-based periodical, database, or reference material. Occasionally, faculty members ask the librarian to conduct research-focused demonstrations for students in the library.
	Are these methods appropriate? ⊠ Yes □ No
8.13	Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials? ☑ Yes ☐ No
8.14	Are records of physical and/or online resources and circulation accurate and up to date? ☑ Yes ☐ No
8.15	If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented? Yes No Not Applicable (no interlibrary agreements)
8.16	Describe any full-text online collections available to students. All Westwood College O'Hare students have access to the following electronic resources: 1. Academic Search Premier - provides access to over 4,700 full-text journals in the fields of art, engineering, humanities, natural and social science, and technology 2. Britannica Online - provides access to over 75,000 comprehensive articles, pictures, and illustrations contained in the Encyclopedia Britannica 3. Business Source Premier - provides access to over 2,300 full-text business journals and industry reports 4. Computer Source - provides access to IT and technology industries 5. Greenfile - provides articles, reports, and government documents on environmental issues from the fields of agriculture, education, law, health, and technology 6. LexisNexis Academic - provides global, regional, and local business news 7. Books on ESBCOhost - provides an online book collection developed by Westwood librarians 8. ProQuest Statistical Insight - cross-references over 30,000 governmental, university, and private demographic and economic reports 9. ProQuest Central - provides access to over 8,000 full-text journals in the field of business, economics, medicine, news, world affairs, science, education, etc. 10. STAT!Ref - provides full-text medical references 11. Points of View Reference Center - provides full-text access to 1,300 pro/con essays on controversial issues.
8.17	Are the library physical holdings and /or full-text online collections up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs? Yes No
8.18	Does the library collection include holdings in the humanities, arts, social sciences, and sciences, including mathematics? ☐ Yes ☐ No
8.19	Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site? Ms. Ann Horan is the on-site librarian. She holds a master's degree in Library and Information Science from the ALA-accredited University of South Carolina, and a master's degree in Public Administration and a bachelor's degree in International Studies from the University of North Carolina-Chapel Hill. Ms. Horan has over 25 years of professional library experience in managing and developing academic and corporate library environments. The on-site hours for Ms. Horan are 7:30 a.m 4:30 p.m. Monday-Friday. Two trained student assistants supervise the library in the evenings and on Saturdays.

	Does this individual: (a) Supervise and manage the library and instructional resources?
	⊠ Yes □ No
	(b) Facilitate the integration of instructional resources into all phases of the campus's curricular and educational offerings?
	(c) Assist students in the use of instructional resources?
	⊠ Yes □ No
8.20	Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources? ☑ Yes ☐ No
8.21	Have library staff transcripts from campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States? Yes No Not Applicable (staff do not hold foreign credentials)
	Not Applicable (start do not note to eight eledendals)
8.22	Is documentation on file to reflect the librarian's participation in professional growth activities? ⊠ Yes □ No
8.23	Are the hours the library is open adequate to accommodate the needs of all students? Yes No
8.24	Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning? ☑ Yes ☐ No
8.25	Are appropriate reference materials and periodicals available for all programs offered? ☑ Yes ☐ No
8.26	Are the instructional resources organized for easy access, usage, and preservation? ⊠ Yes □ No
8.27	Is there a current inventory of instructional resources? ☑ Yes ☐ No
8.28	Does the campus have appropriate and sufficient instructional resources, equipment, and materials to meet its educational program objectives and the needs of its students? Yes \sum No
9.	PROGRAM EVALUATION
	Academic Associate's Degree in Construction Management
	Bachelor's Degree in Construction Management
9.01	Is licensure, certification or registration required to practice in the specific career field? ☐ Yes ☐ No (Skip to question 9.02)
9.02	Who is assigned to administer the academic program(s), and what are this person's qualifications? Ms. Kathy Groth, program chair of the School of Design, oversees the programs. She holds a bachelor's degree in Econmics/Political Science from Northwestern University and a master's degree in Business Administration from DePaul University. She has six years of related professional experience and eight years of teaching experience.

Mr. Jeffrey Karlberg reports directly to Ms. Groth and is designated as the lead instructor for the Construction Management programs. He holds an associate's degree in Liberal Arts and Sciences from Morton College and a bachelor's degree in Computer Information Systems and a master's degree in Business Administration from DeVry University. He has six years of relevant construction management experience and nine years of teaching experience. As the lead instuctor, Mr. Karlberg serves as the point of contact to the Westwood corporate-level curriculum committee. He served on the corporate level ad-hoc committee charged with the most recent major curriculum modification. He provides expertise in curricular-related issues and assists with the overall delivery of the programs.

9.03	Does this individual possess appropriate academic or experiential qualifications? ☐ Yes ☐ No
9.04	Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)?
	⊠ Yes □ No
9.05	Are the time and resources devoted to the administration of the educational program(s) sufficient? Yes No
9.06	Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed-the standards for the following areas: (a) Student retention rate of 62%?
	 (a) Student retention rate of 62%? ∑ Yes
9.07	List the community resources and describe how they are utilized to enrich the program(s). Community resources include a School of Business advisory committee that serves all four Chicago-area Westwood campuses whose members provide recommendations for curriculum development, job placement, and equipment acquisitions; guest lecturers who speak on current industry topics and trends and provide job search recommendations; and field trips that provide opportunities to view construction applications by various trades and the management process. The team verified the utilization of these community resources through student interviews and documentation of events.
9.08	Is the utilization of community resources sufficient to enrich the program? ☑ Yes ☐ No
9.09	Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both?
	⊠ Yes □ No
9.10	Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
	⊠ Yes □ No
9.11	For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria? Yes No
	Not Applicable (these elements are not part of the program or no student is at the point of needing them)
9.12	Does the program use independent studies? ☐ Yes ☐ No (Skip to question 9.14)
9.13	Are independent studies used appropriately, and is there a contract signed by the student and the institution that meets Counci standards?
	☐ Yes No
	If No, insert the section number in parentheses and explain:

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(Section 3-1-513(a) and Glossary): Independent study contracts do not include appropriate evaluation criteria that would accurately address the unique circumstances of the course delivery. The contracts merely include the regular course syllabus without any modifications to the assessment of learning. Mr. Jason Gall, major in Construction Management, signed a student independent study contract on August 12, 2013, for CM 340, Electrical Systems. The course-grading portion of the contract refers to the attached course syllabus for CM 340. The syllabus for CM 340 outlines grading criteria for the course delivered in the standard classroom format. It does not account for the increased requirement of the student to master the subject matter without the standard lectures and interaction that would normally occur in the classroom.

9.14	Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program \boxtimes Yes \square No	m'?				
9.15	Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being fol Yes No	lowed?				
9.16	Is an appropriately detailed syllabus on file for each course that includes:					
100	(a) Title and course descriptions					
	⊠ Yes □ No					
	(b) Course numbers					
	⊠ Yes □ No					
	(c) Course prerequisites and/or corequisites					
	Yes No					
	(d) Instructional contact hours/credits					
	Yes No					
	(e) Learning objectives No					
	(f) Instructional materials and references					
	∑ Yes □ No					
	(g) Topical outline of the course					
	⊠ Yes □ No					
	(h) Instructional methods					
	⊠ Yes □ No					
	(i) Assessment criteria					
	⊠ Yes □ No					
	(j) Method of evaluating students					
	∑ Yes □ No					
	(k) Date the syllabus was last reviewed					
	⊠ Yes □ No					
	For Title IV participant campuses that have <u>lecture</u> courses in <u>credit hour programs</u> or <u>clock-to-credit hour programs</u> only;					
	(l) Out-of-class work assignments that support the learning objectives for the course					
	(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments	()				
	Yes No Not Applicable (Additional Location Inclusion)					
9.17	Do students confirm that they receive a course syllabus and that it is followed?					
201	Yes No					
	2 103					
9.18	Are the courses available when needed by the student in the normal pursuit of a program of study?					
44.5	⊠ Yes □ No					
9.19	Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last					
	Campus Accountability Report submitted to the Council?					
	How many calls to employers or graduates were attempted?					
	Academic associate's degree program in Construction Management; No graduates					
	Bachelor's degree program in Construction Management: 3					

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	How many calls to employers or graduates were successful? Bachelor's degree program in Construction Management: 3
	How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations. Bachelor's degree program in Construction Management: 3
9.20	Was documentation on file to verify graduates classified on the CAR as "not available for placement"? ☑ Yes ☐ No ☐ Not Applicable
9.21	Does the campus participate in Title IV financial aid? ⊠ Yes □ No (Skip to question 9.24)
9.22	Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding? Yes No Not Applicable (Clock hour programs only)
9.23	Is there evidence that out-of-class work or the equivalency is being evaluated? ☑ Yes ☐ No ☐ Not Applicable (Clock hour programs only)
	If Yes, briefly describe the documentation of evaluation viewed on site. All courses in the Construction Management programs require both assignments and projects that require out-of-class work. The syllabi identify the amount of expected homework hours. Student interviews and a review of faculty grade books verify the evaluation of assignments and projects.
9.24	Are the following appropriate to adequately support the number and nature of the program? (a) Facilities. Yes No (b) Instructional equipment. Yes No (c) Resources. Yes No (d) Personnel. Yes No
9.25	Are the following elements appropriately incorporated into the instructional components of the program? (a) Systematic planning. Yes No (b) Well-defined instructional objectives. Yes No (c) The selection and use of appropriate and current learning materials. Yes No (d) Appropriate modes of instructional delivery. Yes No (e) The use of appropriate assessment strategies. Yes No (f) The use of appropriate experiences. Yes No
9.27	Do the faculty members' qualifications meet the minimum requirements outlined in the <i>Accreditation Criteria</i> , and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded? Yes \sum No
9.28	Is the size of the faculty appropriate to the total student enrollment?

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	⊠ Yes	□No	
9,29	program?	nate core of full- and part-time faculty employed to ensure sound direction and continuity	of development for the
	⊠ Yes	□ No	
9.30	Are teaching	g loads reasonable?	
9.38		per of hours required to complete the program at least 60 semester hours, 90 quarter hours, of dof four semesters, six quarters, or the equivalent?	r their equivalent, earned
9.39	Is there a m	inimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area \(\subseteq \text{No} \)	of concentration?
9.40	Does the cudegree? Yes	nriculum quantitatively and qualitatively approximate the standards at other collegiate insti	tutions offering the same
9.41	Is enrollmen ⊠ Yes	nt in the second academic year of the two-year program sufficient to support regularly sched No Not Applicable (no students in the second year)	uled classes?
9.42	Are the seco	ond-year courses based upon appropriate first-year prerequisites? No Not applicable	
9.43		per of hours required to complete the program at least 120 semester hours, 180 quarter has a period of eight semesters, 12 quarters, or the equivalent?	ours, or their equivalent,
9.44	Is there a m ⊠ Yes	inimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area No	of concentration?
9.45		ution offers only the last two years of the bachelor's degree program, do the catalog and all ad requirements for admission? No Not Applicable (institution offers all four years of the degree)	vertising materials clearly
9.46	Does the cudegree?	urriculum quantitatively and qualitatively approximate the standards at other collegiate insti	tutions offering the same
9.47	Is enrollme laboratory v	ent in the third and fourth years of the bachelor's program sufficient to support regularly work? No Not Applicable (no students in the third and fourth years)	y scheduled classes and
9.48	-	d- and fourth-year courses based upon appropriate prerequisites?	
9.]	PROGR.	AM EVALUATION	
1	Academic A	ssociate's Degree in Graphic Design	
1	Bachelor's I	Degree in Graphic Design: Major in Visual Communications	
9,01	Is licensure, ☐ Yes	certification or registration required to practice in the specific career field? No (Skip to question 9.02)	

9.02	Who is assigned to administer the academic program(s), and what are this person's qualifications? Ms. Kathy Groth, program chair of the School of Design, oversees the programs. She holds a bachelor's degree in Econmics/Political Science from Northwestern University and a master's degree in Business Administration from DePaul University. She has six years of industry experience and eight years of teaching experience.
	Mr. Vincent Singleton is the designated as the lead instructor for the Graphic Design programs. Mr. Singleton reports directly to Ms. Groth. He holds a bachelor's degree in Psychology from Knox College and a master's degree in Fine Arts from Columbia College. He has 10 years of industry experience and 7 years of teaching experience. As the lead instuctor, Mr. Singleton serves as the point of contact to the Westwood corporate-level curriculum committee, provides expertise in curricular-related issues, and assists in the overall delivery of the programs.
9.03	Does this individual possess appropriate academic or experiential qualifications? ☐ Yes ☐ No
9.04	Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)? Yes \text{No}
9.05	Are the time and resources devoted to the administration of the educational program(s) sufficient? ☑ Yes ☐ No
9.06	Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed-the standards for the following areas: (a) Student retention rate of 62%? Yes No Not Applicable (Additional Location Inclusion only) (b) Student placement rate of 58%?
	If No for either item does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard?
	Yes No Not Applicable (Additional location only)
9,07	List the community resources and describe how they are utilized to enrich the program(s). Community resources include a School of Design advisory committee that serves all four Chicago-area Westwood campuses, whose members provide recommendations for curriculum development, job placement, and equipment acquisitions; guest lecturers, who discuss industry topics and trends as well as job search recommendations; field trips that provide opportunities to view and critique design installations and to observe the professional work environment; and community outreach projects, which consist of working with nonprofit organizations to develop concepts for logos, brochures, and promotional materials, that provide opportunities for real-world application of knowledge and skills. Utilization of community resources is verified through student interview responses and documentation of events.
9.08	Is the utilization of community resources sufficient to enrich the program? ☑ Yes ☐ No
9.09	Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both? Yes No
9.10	Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives? \square Yes \square No
9.11	For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

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	 ☐ Yes ☐ No ☐ Not Applicable (these elements are not part of the program or no student is at the point of needing them) 	
9.12	Does the program use independent studies? ☐ Yes ☐ No (Skip to question 9.14)	
9.13	Are independent studies used appropriately, and is there a contract signed by the student and the institution that standards? \square Yes \square No	meets Council
	If No, insert the section number in parentheses and explain: (Section 3-1-513(a) and Glossary): Independent study contracts do not include appropriate evaluation criteraccurately address the unique circumstances of the course delivery. The contracts merely include the regular contract any modifications to the assessment of learning. Cristopher Molina, Graphic Design: Major in Visual Contract refers to the attached course syllabus for ART 300, Art History. The course grading contract refers to the attached course syllabus for ART 300. The syllabus for Art 300 outlines grading criteria delivered in the standard classroom format. It does not account for the increased requirement of the student to maintain the standard lectures and interaction that would normally occur in the classroom.	ourse syllabus ommunication, portion of the for the course
9.14	Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the pro ☐ Yes ☐ No	gram?
9.15	Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being Yes No	; followed?
9.16	Is an appropriately detailed syllabus on file for each course that includes: (a) Title and course descriptions Yes	
9.17	Do students confirm that they receive a course syllabus and that it is followed? Yes No	

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9.18	Are the courses available when needed by the student in the normal pursuit of a program of study? ☑ Yes ☐ No
9.19	Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council? ☑ Yes ☐ No ☐ Not Applicable (there have been no graduates)
	How many calls to employers or graduates were attempted? Academic associate's degree program in Graphic Design: no placements; only graduate continued education Bachelor's degree program in Graphic Design: Major in Visual Communications; 2
	How many calls to employers or graduates were successful? Bachelor's degree program in Graphic Design: Major in Visual Communications: 1 How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations. Bachelor's degree program in Graphic Design: Major in Visual Communications: I
9.20	Was documentation on file to verify graduates classified on the CAR as "not available for placement"? ☑ Yes ☐ No ☐ Not Applicable
9.21	Does the campus participate in Title IV financial aid? ⊠ Yes □ No (Skip to question 9.24)
9.22	Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding? Yes No Not Applicable (Clock hour programs only)
9.23	Is there evidence that out-of-class work or the equivalency is being evaluated? Yes No Not Applicable (Clock hour programs only)
	If Yes, briefly describe the documentation of evaluation viewed on site. All courses in the Design programs require both assignments and projects that require out-of-class work. The syllabi identify the amount of expected homework hours. Student interviews and a review of faculty grade books verify the evaluation of assignments and projects.
9.24	Are the following appropriate to adequately support the number and nature of the program? (a) Facilities. Yes No (b) Instructional equipment. Yes No (c) Resources. Yes No (d) Personnel. Yes No
9.25	Are the following elements appropriately incorporated into the instructional components of the program? (a) Systematic planning. Yes No (b) Well-defined instructional objectives. Yes No (c) The selection and use of appropriate and current learning materials. Yes No (d) Appropriate modes of instructional delivery. Yes No (e) The use of appropriate assessment strategies.

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		□No of appropriate ex □ No	periences.				
9.27						Accreditation Criteria, and the level of the c	
9.28	Is the size of ⊠ Yes	the faculty appro	opriate to the total st	tudent enrollment?			
9.29	Is an adequate program? ☑ Yes	e core of full-	and part-time facul	ty employed to ens	sure sound direction and	I continuity of developmen	it for the
9.30	Are teaching ⊠ Yes	oads reasonable	?				
9.38			ed to complete the prs, six quarters, or the		semester hours, 90 quar	ter hours, or their equivalen	t, earned
9.39	Is there a min ⊠ Yes	imum of 30 sen	nester hours, 45 quar	rter hours, or their e	equivalent in courses wit	hin the area of concentration	n?
9.40	Does the curr degree? Yes	iculum quantita	tively and qualitativ	ely approximate th	e standards at other coll	egiate institutions offering	the same
9,41	Is enrollment ⊠ Yes	in the second ac		two-year program s e (no students in the		larly scheduled classes?	
9.42	Are the secon ⊠ Yes	d-year courses l	pased upon appropri		quisites?		
9.43			ired to complete the semesters, 12 quarte			0 quarter hours, or their eq	uivalent,
9.44	Is there a min	imum of 60 sen	nester hours, 90 quar	rter hours, or their c	equivalent in courses wit	hin the area of concentratio	n?
9.45		on offers only the equirements for a	admission?		e program, do the catalog	g and all advertising materia	ls clearly
9.46	Does the curr degree? Yes	iculum quantita	tively and qualitativ	vely approximate th	e standards at other coll	egiate institutions offering	the same
9.47	Is enrollment laboratory wo ☑ Yes				gram sufficient to support	ort regularly scheduled cla	sses and
9.48	Are the third-	and fourth-year	courses based upon	appropriate prerequ	uisites?		

9.11

Yes

requirements, and evaluation criteria?

No

VER, September 1, 2013 ACICS INITIAL, REEVALUATION, OR ADDITIONAL LOCATION INCLUSION REPORT Page 32 of 52 X Yes No 9. PROGRAM EVALUATION Bachelor's degree in Criminal Justice: Major in Administration Is licensure, certification or registration required to practice in the specific career field? 9.01 No (Skip to question 9.02) Yes 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications? Mr. Carl F. Cooper administers the program; he has been the chair of the Criminal Justice program since 2009. Mr. Cooper holds an associate's degree in Law Enforcement from Trinidad State Junior College, a bachelor's degree in Business Administration from California Coast University, and a master's degree in Business Administration from California Coast University. He has continuing studies from Colorado State University and Northwestern University, Mr. Cooper volunteers at the Chicago Police Department and rides along with officers as a way of keeping his law enforcement skills current. He has held a number of positions working in the field of law enforcement and completed several specialized training programs related to the field. 9.03 Does this individual possess appropriate academic or experiential qualifications? X Yes No 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)? X Yes No 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient? X Yes 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed-the standards for the following areas: (a) Student retention rate of 62%? X Yes □ No ☐ Not Applicable (Additional Location Inclusion only) (b) Student placement rate of 58%? X Yes ■ Not Applicable (Additional Location Inclusion only) 9.07 List the community resources and describe how they are utilized to enrich the program(s). The program utilizes local area employers and law enforcement agencies to provide students with additional perspectives from guest speakers and field trips. Recent activities include speakers from, and visits to, the Cook County Court, Sheriff's Police Department, Cook County Morgue, victims' advocates, and Illinois State Police as verified by signed speaker-notification forms, and interviews with students and faculty. 9.08 Is the utilization of community resources sufficient to enrich the program? X Yes 9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both? X Yes Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its 9.10 objectives? X Yes No

For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement

that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course

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standards? Yes No If No, insert the section number in parentheses and explain: (Section 3-1-513(a) and Glossary): Independent study contracts do not include appropriate evaluative accurately address the unique circumstances of the course delivery. The contracts merely include the regulation and prodifications to the assessment of learning. For example, all Criminal Justice courses include to participation as part of the evaluation. Crime Scene Investigation, currently being offered via independent study the student had to "participate in the classroom activity." However, these activities are not appropriate for an course. The following courses are currently being delivered through independent study: Crime Scene Investigation Women and Criminal Justice Crisis Intervention Special Topics in Criminal Justice Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the Yes No		ot Applicable (these elements are not part of the program or no student is at the point of needing them)
standards? Yes No If No, insert the section number in parentheses and explain: (Section 3-1-513(a) and Glossary): Independent study contracts do not include appropriate evaluative accurately address the unique circumstances of the course delivery. The contracts merely include the regulation as part of the evaluation. Crime Scene Investigation, currently being offered via independent study the student had to "participate in the classroom activity." However, these activities are not appropriate for accurse. The following courses are currently being delivered through independent study: Crime Scene Investigation Women and Criminal Justice Crisis Intervention Special Topies in Criminal Justice Crisis Intervention Special Topies in Criminal Justice Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the Yes No 1. Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they Yes No 1. Is an appropriately detailed syllabus on file for each course that includes: (a) Title and course descriptions Yes No (b) Course numbers Yes No (c) Course prerequisites and/or corequisites Yes No (d) Instructional contact hours/credits Yes No (e) Learning objectives Yes No (f) Instructional materials and references Yes No (h) Instructional materials and references Yes No (h) Instructional materials and references Yes No (h) Instructional materials Yes No (h) Assessment criteria Yes No (i) Assessment criteria Yes No (i) Method of evaluating students Yes No (k) Date the syllabus was last reviewed		
Yes No If No, insert the section number in parentheses and explain: (Section 3-1-513(a) and Glossary): Independent study contracts do not include appropriate evaluative accurately address the inique circumstances of the course delivery. The contracts merely include the regulation are participation as part of the evaluation. Crime Scene Investigation, currently being offered via independent study the student had to "participate in the classroom activity." However, these activities are not appropriate for an course. The following courses are currently being delivered through independent study: Crime Scene Investigation Women and Criminal Justice		ndependent studies used appropriately, and is there a contract signed by the student and the institution that meets Cou
(Section 3-1-513(a) and Glossarys: Independent study contracts do not include appropriate evaluative accurately address the unique circumstances of the course delivery. The contracts merely include the regulation as part of the evaluation. Crime Scene Investigation, currently being offered via independent study the student had to "participate in the classroom activity." However, these activities are not appropriate for accurace. The following courses are currently being delivered through independent study: Crime Scene Investigation Women and Criminal Justice Crisis Intervention Special Topics in Criminal Justice Crisis Intervention The course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they Yes No Is an appropriately detailed syllabus on file for each course that includes: (a) Title and course descriptions Yes No Course prerequisites and/or corequisites Yes No Course prerequisites and references Yes No Course prerequisites and/or corequisites Yes No Course prev		
Crime Scene Investigation Women and Criminal Justice Crisis Intervention Special Topics in Criminal Justice 9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the Yes	a w p tl	ion 3-1-513(a) and Glossary): Independent study contracts do not include appropriate evaluative criteria that we ately address the unique circumstances of the course delivery. The contracts merely include the regular course syllabut any modifications to the assessment of learning. For example, all Criminal Justice courses include class attendance cipation as part of the evaluation. Crime Scene Investigation, currently being offered via independent study, also indicates undent had to "participate in the classroom activity." However, these activities are not appropriate for an independent study.
Women and Criminal Justice Crisis Intervention Special Topics in Criminal Justice 9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the Yes	I	ollowing courses are currently being delivered through independent study:
Crisis Intervention ■ Special Topics in Crimmal Justice 9.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the Yes		 Crime Scene Investigation
P.14 Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the sylab series of the sylab s		
Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the second of the s		
Yes		 Special Topics in Criminal Justice
Yes		he curriculum and length of the program appropriate to meet the educational and placement objectives of the program? es No
(a) Title and course descriptions Yes		course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed: es No
Yes No (b) Course numbers Yes No (c) Course prerequisites and/or corequisites Yes No (d) Instructional contact hours/credits Yes No (e) Learning objectives Yes No (f) Instructional materials and references Yes No (g) Topical outline of the course Yes No (h) Instructional methods Yes No (i) Assessment criteria Yes No (j) Method of evaluating students Yes No (k) Date the syllabus was last reviewed		
(b) Course numbers ☐ Yes ☐ No (c) Course prerequisites and/or corequisites ☐ Yes ☐ No (d) Instructional contact hours/credits ☐ Yes ☐ No (e) Learning objectives ☐ Yes ☐ No (f) Instructional materials and references ☐ Yes ☐ No (g) Topical outline of the course ☐ Yes ☐ No (h) Instructional methods ☐ Yes ☐ No (i) Assessment criteria ☐ Yes ☐ No (j) Method of evaluating students ☐ Yes ☐ No (k) Date the syllabus was last reviewed		
(c) Course prerequisites and/or corequisites Yes	Ū	Course numbers
Yes No (d) Instructional contact hours/credits Yes No (e) Learning objectives Yes No (f) Instructional materials and references Yes No (g) Topical outline of the course Yes No (h) Instructional methods Yes No (i) Assessment criteria Yes No (j) Method of evaluating students Yes No (k) Date the syllabus was last reviewed		
(d) Instructional contact hours/credits Yes No (e) Learning objectives Yes No (f) Instructional materials and references Yes No (g) Topical outline of the course Yes No (h) Instructional methods Yes No (i) Assessment criteria Yes No (j) Method of evaluating students Yes No (k) Date the syllabus was last reviewed		
Yes	-	
(e) Learning objectives ☐ Yes ☐ No (f) Instructional materials and references ☐ Yes ☐ No (g) Topical outline of the course ☐ Yes ☐ No (h) Instructional methods ☐ Yes ☐ No (i) Assessment criteria ☐ Yes ☐ No (j) Method of evaluating students ☐ Yes ☐ No (k) Date the syllabus was last reviewed	_	
(f) Instructional materials and references	(6	Learning objectives
 Yes □ No (g) Topical outline of the course Yes □ No (h) Instructional methods Yes □ No (i) Assessment criteria Yes □ No (j) Method of evaluating students Yes □ No (k) Date the syllabus was last reviewed 		
(g) Topical outline of the course Yes	~	
 ∑ Yes □ No (h) Instructional methods ∑ Yes □ No (i) Assessment criteria ∑ Yes □ No (j) Method of evaluating students ∑ Yes □ No (k) Date the syllabus was last reviewed 		
(h) Instructional methods	2.5	
(i) Assessment criteria ⊠ Yes □ No (j) Method of evaluating students ⊠ Yes □ No (k) Date the syllabus was last reviewed	-	
 Yes □ No (j) Method of evaluating students Yes □ No (k) Date the syllabus was last reviewed 		es No
(j) Method of evaluating students ⊠ Yes □ No (k) Date the syllabus was last reviewed	-	3. J. C. S. C.
Yes No (k) Date the syllabus was last reviewed	_	
(k) Date the syllabus was last reviewed		
	-	
For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour p	_	Title IV participant campuses that have <u>lecture</u> courses in <u>credit hour programs</u> or <u>clock-to-credit hour programs</u> only:
(1) Out-of-class work assignments that support the learning objectives for the course Yes No No Applicable (Additional Location Inclusion)	(1	Out-of-class work assignments that support the learning objectives for the course

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	(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments ☐ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)
9.17	Do students confirm that they receive a course syllabus and that it is followed? ☐ Yes ☐ No
9.18	Are the courses available when needed by the student in the normal pursuit of a program of study? ☑ Yes ☐ No
9.19	Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council? Yes No Not Applicable (there have been no graduates)
	How many calls to employers or graduates were attempted? Bachelor's degree in Crimunal Justice: Concentration in Administration:12
	How many calls to employers or graduates were successful? Bachelor's degree in Crimunal Justice: Concentration in Administration: 5
	How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations. Bachelor's degree in Crimunal Justice: Concentration in Administration: 5
9.20	Was documentation on file to verify graduates classified on the CAR as "not available for placement"? ☑ Yes ☐ No ☐ Not Applicable
9.21	Does the campus participate in Title IV financial aid? ⊠ Yes □ No (Skip to question 9.24)
9.22	Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding? Yes No Not Applicable (Clock hour programs only)
9.23	Is there evidence that out-of-class work or the equivalency is being evaluated? Yes No Not Applicable (Clock hour programs only)
	If Yes, briefly describe the documentation of evaluation viewed on site. The institution provided sample of out-of-class work for current courses. In addition, the grading process was confirmed through the institution's portal, My Path, as well as during student interviews. My Path is a web-based portal in which faculty upload their evaluations as well as copies of the work.
9.24	Are the following appropriate to adequately support the number and nature of the program? (a) Facilities. Yes No (b) Instructional equipment. Yes No (c) Resources. Yes No (d) Personnel. Yes No
9.25	Are the following elements appropriately incorporated into the instructional components of the program? (a) Systematic planning. ☐ Yes ☐ No (b) Well-defined instructional objectives. ☐ Yes ☐ No

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	 (c) The selection and use of appropriate and current learning materials. ✓ Yes □ No
	(d) Appropriate modes of instructional delivery.
	⊠ Yes □ No
	(e) The use of appropriate assessment strategies.☑ Yes ☐ No
	 (f) The use of appropriate experiences. ☑ Yes ☐ No
9.27	qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
	⊠ Yes □ No
9.28	Is the size of the faculty appropriate to the total student enrollment? ☑ Yes ☐ No
9.29	Is an adaptive some of full, and next time faculty applicant to ansure sound direction and continuity of development for the
9.29	Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
	⊠ Yes □ No
9.30	Are teaching loads reasonable?
517.7	⊠ Yes □ No
9.43	Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent? Yes \sum No
9,44	Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration? ☑ Yes ☐ No
9.45	If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe the requirements for admission? Yes No Not Applicable (institution offers all four years of the degree)
9.46	
	degree? ☑ Yes □ No
9.47	Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
9.48	Are the third- and fourth-year courses based upon appropriate prerequisites? ⊠ Yes □ No
9.	PROGRAM EVALUATION
	Bachelor of Applied Science in Interior Design
	Dachelor of Applied Science in Interior Design
9.01	Is licensure, certification or registration required to practice in the specific career field? Yes No (Skip to question 9.02)
9.02	Who is assigned to administer the academic program(s), and what are this person's qualifications?

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	Mr. Roberto Lama, lead instructor, oversees the Interior Design program. Mr. Lama holds a bachelor's degree in Architectura Studies and a master's of Architecture degree from the University of Buenos Aires.
9.03	Does this individual possess appropriate academic or experiential qualifications? ⊠ Yes □ No
9.04	Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)? Yes \text{No}
9.05	Are the time and resources devoted to the administration of the educational program(s) sufficient? ☑ Yes ☐ No
9,06	Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed-the standards for the following areas: (a) Student retention rate of 62%? ☐ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only) (b) Student placement rate of 58%? ☐ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
9.07	List the community resources and describe how they are utilized to enrich the program(s). The program utilizes guest speakers, field trips, an advisory board, and individuals from related fields who are invited as guest evaluators of student projects, for enrichment. The Interior Design program also incorporates local design-related events into the learning experience such as NEOCON, an annual large-scale design market event located in the Chicago area that draws people from across the country.
9.08	Is the utilization of community resources sufficient to enrich the program? ☑ Yes ☐ No
9.09	Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both? ☑ Yes ☐ No
9.10	Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives? ☑ Yes ☐ No
9.11	For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria? Yes No Not Applicable (these elements are not part of the program or no student is at the point of needing them)
9.12	Does the program use independent studies? ☐ Yes No (Skip to question 9.14)
9.14	Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program? Yes \sum No
9.15	Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed? Yes No
9.16	Is an appropriately detailed syllabus on file for each course that includes: (a) Title and course descriptions

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	(b) Course numbers
	⊠ Yes □ No
	(c) Course prerequisites and/or corequisites
	⊠ Yes □ No
	(d) Instructional contact hours/credits
	⊠ Yes □ No
	(e) Learning objectives
	∑ Yes □ No
	(f) Instructional materials and references
	⊠ Yes □ No
	(g) Topical outline of the course
	⊠ Yes □ No
	(h) Instructional methods No. 10 No
	∑ Yes □ No
	(i) Assessment criteria X Yes No
	(j) Method of evaluating students Yes
	(k) Date the syllabus was last reviewed
	X Yes No
	For Title IV participant campuses that have <u>lecture</u> courses in <u>credit hour programs</u> or <u>clock-to-credit hour programs</u> only:
	(l) Out-of-class work assignments that support the learning objectives for the course
	Yes No Not Applicable (Additional Location Inclusion)
	(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
	☐ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)
9.17	Do students confirm that they receive a course syllabus and that it is followed? ☑ Yes ☐ No
0.10	
9.18	Are the courses available when needed by the student in the normal pursuit of a program of study?
	⊠ Yes □ No
9.19	Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last
9.19	Campus Accountability Report submitted to the Council?
	Yes No Not Applicable (there have been no graduates)
	Tes Not Applicable (mere have been no graduates)
9.20	Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
2.40	Yes No Not Applicable
	_ res _ not applicable
9.21	Does the campus participate in Title IV financial aid?
,,	Yes No (Skip to question 9.24)
9.22	Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a
	credit hour as defined by the U.S. Department of Education for Title IV funding?
	Yes No Not Applicable (Clock hour programs only)
9.23	Is there evidence that out-of-class work or the equivalency is being evaluated?
	If Yes, briefly describe the documentation of evaluation viewed on site.
	A Blackboard-based course grade book was opened on the computer in the ACICS workroom. The daily grade area for each
	student includes out-of-class work in the overall class grade structure.
9.24	Are the following appropriate to adequately support the number and nature of the program?
	(a) Facilities.
	⊠ Yes □ No

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	(b) Instruct	ional equipmer	it.	
	⊠ Yes	□No		
	(c) Resource			
	⊠ Yes	□ No		
	(d) Personn			
	⊠ Yes	□ No		
	Z ics	110		
9.25	Are the follo	wing elements	appropriately incorporated into the instructional components of the program?	
7.20		atic planning.	appropriately interposated into the measurement components of the programme	
	⊠ Yes	□ No		
			onal objectives.	
	⊠ Yes	□ No	mai objectives.	
			of appropriate and current learning materials.	
	X Yes		or appropriate and current learning materials.	
		□ No	5 - 45 - 4 4 4 5	
			instructional delivery.	
	⊠ Yes	□ No	Control of the Contro	
			assessment strategies.	
	⊠ Yes	∐No		
		of appropriate	experiences.	
	⊠ Yes	□ No		
0.00	5 4 6			a
9.27			qualifications meet the minimum requirements outlined in the Accreditatio	
		ns academicall	y and experientially appropriate to the subject matter they teach and the	level of the credential
	awarded?			
	Yes	☐ No		
0.00	Value of the let	0.6. 0. 10.		
9.28			propriate to the total student enrollment?	
	⊠ Yes	☐ No		
9.29	Is on adapt	ata nara of ful	I- and part-time faculty employed to ensure sound direction and continuity	of development for the
9.29		ate core of ful	i- and part-time faculty employed to ensure sound direction and continuity	of development for the
	program?	Lists		
	⊠ Yes	☐ No		
9.30	Are teaching	g loads reasona	hla?	
2.50	⊠ Yes	No No	JiC.	
	M res	LI NO		
9.43	Is the numb	er of hours re	quired to complete the program at least 120 semester hours, 180 quarter ho	ours or their equivalent
2.13			ht semesters, 12 quarters, or the equivalent?	ours, or men equivalent,
	⊠ Yes	□ No	in semesters, 12 quarters, or the equivalent:	
	□ I'CS	L No		
9.44	Is there a mi	inimum of 60 s	emester hours, 90 quarter hours, or their equivalent in courses within the area	of concentration?
	⊠ Yes	□ No	enester nears, 70 quarter nours, 57 men equivalent in courses within the area	or concentuation,
	23 103			
9.45	If the institu	tion offers only	the last two years of the bachelor's degree program, do the catalog and all ad-	vertising materials clearly
2,45		requirements f		vertising materials elemity
	Yes	□ No	Not Applicable (institution offers all four years of the degree)	
	Lites	□ 140	Not Applicable (histitution offers an four years of the degree)	
9.46	Does the cu	rriculum quan	itatively and qualitatively approximate the standards at other collegiate institu	tutions offering the same
2.30	degree?	iriculum quan	manifold and damping to abbroximate the standards at other configure first	account offering the same
	⊠ Yes	□ No		
	△ 1 cs	110		
9.47	Is enrollme	nt in the third	and fourth years of the bachelor's program sufficient to support regularl	v scheduled classes and
2.70	laboratory w		and town yours of the outliefor's program sufficient to support regulati	y seneduled classes and
	Yes	□ No	Not Applicable (no students in the third and fourth years)	
	103			

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9.48	Are the third- and fourth-year courses based upon appropriate prerequisites? ☑ Yes ☐ No
9.	PROGRAM EVALUATION
	Bachelor's Degree in Software Development: Major in Game Software Development
	Bachelor's Degree in Information and Network Technologies: Major in Systems Security
	Academic Associate's Degree in Information and Network Technologies
9.01	Is licensure, certification or registration required to practice in the specific career field? ☐ Yes ☐ No (Skip to question 9.02)
9.02	Who is assigned to administer the academic program(s), and what are this person's qualifications? Mr. John Boland, program director, administrates the Information Technology and Network Technologies programs. Mr. Boland holds a master's degree in Information Technology from Northwestern University, and a bachelor's degree in Computer Science and a bachelor's degree in Political Science from Loyola University. Mr. Boland joined the campus in May 2000 as adjunct instructor. In June 2005, Mr. Boland assumed a full-time instructor position, and in April 2007, he was promoted to program director. Prior to joining the campus, Mr. Boland served as the assistant director of information technology at Loyola University. Mr. Boland is a current member of the Institute of Electrical and Electronics Engineers (IEEE) and the Association for Computing Machinery (ACM), a Cisco Certified Academy Instructor (CCAI), and he has worked in the IT field for a number of years.
9.03	Does this individual possess appropriate academic or experiential qualifications? ⊠ Yes □ No
9.04	Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)? ⊠ Yes □ No
9.05	Are the time and resources devoted to the administration of the educational program(s) sufficient? ☐ No
9.06	Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed-the standards for the following areas: (a) Student retention rate of 62%? Yes No Not Applicable (Additional Location Inclusion only) (b) Student placement rate of 58%? Yes No Not Applicable (Additional Location Inclusion only)
9.07	List the community resources and describe how they are utilized to enrich the program(s). Campus staff and IT faculty members verified the use of various community resources to enrich the IT programs including guest speakers, field trips, a program advisory committee, and extracurricular activities with local community organizations. During classroom visits, Systems Security and Information and Network Technologies students described how they work outside of regularly scheduled class hours on the Fisher House project by providing help for military families, and doing voluntary computer and network maintenance for veteran's families and other people in the community. The students expressed pride and satisfaction in taking part in these activities and noted how much this has helped them gain more hands-on skills in addition to providing opportunities for applying their classroom knowledge to real-world experiences. The team reviewed e-mails and other documentation that verified several guest speakers have given IT topic presentations, and that students have participated in several field trips including visits to Microsoft launching events, Southside Security Hackers meetings, Fisher House, and the Chief Information Security Officer (CISO) 2012 conference at the Marriott Chicago in December 2012.
9.08	Is the utilization of community resources sufficient to enrich the program? ☑ Yes ☑ No

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9.09	Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupation credential, or both? ☑ Yes ☐ No	nal objective, an academic
9.10	Does the catalog and/or other advertising material such as brochures and web site, accurately described by Yes ☐ No	cribe the program and its
9.11	For programs that include practica, externships, or internships, does the institution have a written and rethat outlines the arrangement between the institution and the practicum site, including specific le requirements, and evaluation criteria? Yes No Not Applicable (these elements are not part of the program or no student is at the point of needing the	earning objectives, course
9.12	Does the program use independent studies? ☐ Yes ☐ No (Skip to question 9.14)	
9.13	Are independent studies used appropriately, and is there a contract signed by the student and the inst standards? ☐ Yes ☐ No	itution that meets Counci
	If No, insert the section number in parentheses and explain: (Section 3-1-513(a) and Glossary): Independent study contracts do not include appropriate evaluaccurately address the unique circumstances of the course delivery. The contracts merely include the without any modifications to the assessment of learning. All Information and Network Technologies offered as independent studies included class attendance and participation as part of the evaluation. He not appropriate for an independent study course.	he regular course syllabus courses listed below and
	The following courses are currently being delivered through independent study:	
	 NW270 WAN Technologies NW310 LAN Security SGPG220 3D Game Engine Architecture NW301 Project Management and Technical Documentation 	
9.14	Are the curriculum and length of the program appropriate to meet the educational and placement objectiv ☑ Yes ☐ No	es of the program?
9.15	Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and ar ☐ Yes ☐ No	e they being followed?
9.16	Is an appropriately detailed syllabus on file for each course that includes: (a) Title and course descriptions Yes No (b) Course numbers Yes No (c) Course prerequisites and/or corequisites Yes No (d) Instructional contact hours/credits Yes No (e) Learning objectives Yes No (f) Instructional materials and references Yes No (g) Topical outline of the course Yes No	

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	(h) Instructional methods				
	∑ Yes □ No (i) Assessment criteria				
	Yes □ No				
	(j) Method of evaluating students				
	⊠ Yes □ No				
	(k) Date the syllabus was last reviewed				
	⊠ Yes □ No				
	For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only				
	(l) Out-of-class work assignments that support the learning objectives for the course				
	(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments ⊠ Yes □ No □ Not Applicable (Additional Location Inclusion)				
9.17	Do students confirm that they receive a course syllabus and that it is followed? ☐ Yes ☐ No				
9.18	Are the courses available when needed by the student in the normal pursuit of a program of study? ☑ Yes ☐ No				
9.19	Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last				
	Campus Accountability Report submitted to the Council?				
	Yes No Not Applicable (there have been no graduates)				
	How many calls to employers or graduates were attempted?				
	Academic associate's program in Information and Network Technologies: 2				
	Bachelor's program in Software Development: Major in Game Software Development: 1				
	Bachelor's program in Information and Network Technologies: Major in Systems Security: 8				
	(1)				
	How many calls to employers or graduates were successful? Academic associate's program in Information and Network Technologies: 0				
	Bachelor's program in Software Development: Major in Game Software Development: 0				
	Bachelor's program in Information and Network Technologies: Major in Systems Security: 5				
	business a program in information and treatment feet and objects accounty, a				
	How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any				
	discrepancy between the number of successful contacts and confirmations.				
	Academic associate's program in Information and Network Technologies; 0				
	Bachelor's program in Software Development: Major in Game Software Development: 0				
	Bachelor's program in Information and Network Technologies: Major in Systems Security: 5				
9.20	Was documentation on file to verify graduates classified on the CAR as "not available for placement"?				
9.20	Yes No Not Applicable				
9.21	Does the campus participate in Title IV financial aid?				
	\boxtimes Yes \square No (Skip to question 9.24)				
9.22	Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a				
7.44	credit hour as defined by the U.S. Department of Education for Title IV funding?				
	✓ Yes				
	— in the state of				
9.23	Is there evidence that out-of-class work or the equivalency is being evaluated?				
	If Yes, briefly describe the documentation of evaluation viewed on site.				
	The state of the second state of the second state of the				

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All syllabi included homework and other out-of-class assignment activities as a graded category and part of the total weighed final grade for each course. The team reviewed graded out-of-class and homework assignments as recorded by faculty in the campus grade book system.

9.24	(a) Facilities	ving appropriate to adequately support the number and nature of the program?
	⊠ Yes	□ No
		onal equipment.
	Yes	□ No
	(c) Resource	s.
	⊠ Yes	□No
	(d) Personne	(. 7 files)
	⊠ Yes	□ No
9.25	Are the follow	ving elements appropriately incorporated into the instructional components of the program?
3.43	(a) Systemat	
	Yes	□ No
		ined instructional objectives.
		No
	⊠ Yes	
		etion and use of appropriate and current learning materials.
	⊠ Yes	□ No
		ate modes of instructional delivery.
	⊠ Yes	□ No
		of appropriate assessment strategies.
	Yes	□No
		of appropriate experiences.
	⊠ Yes	□ No
9,27	qualifications awarded?	ty members' qualifications meet the minimum requirements outlined in the <i>Accreditation Criteria</i> , and are their academically and experientially appropriate to the subject matter they teach and the level of the credential
	⊠ Yes	□No
9.28		the faculty appropriate to the total student enrollment?
	⊠ Yes	□ No
9.29	Is an adequa	te core of full- and part-time faculty employed to ensure sound direction and continuity of development for the
	program?	
	⊠ Yes	□No
9.30	Are teaching	loads reasonable?
	⊠ Yes	□No
9.38	Is the number	r of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned
		of four semesters, six quarters, or the equivalent?
	⊠ Yes	□No
9.39	Is there a mir	nimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration?
3.33	⊠ Yes	□ No
9.40	Does the cur	riculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same
	degree?	James Anna American Alexander of American Americ
	⊠ Yes	□ No
9.41	Is enrollment	in the second academic year of the two-year program sufficient to support regularly scheduled classes?
21.7.2	⊠ Yes	No Not Applicable (no students in the second year)

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9.42	Are the second-year courses based upon appropriate first-year prerequisites? ☐ Yes ☐ No ☐ Not applicable	
9.43	Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hearned over a period of eight semesters, 12 quarters, or the equivalent? ☑ Yes ☐ No	ours, or their equivalent,
9.44	Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area Yes No	a of concentration?
9.45	If the institution offers only the last two years of the bachelor's degree program, do the catalog and all ad describe the requirements for admission? Yes No Not Applicable (institution offers all four years of the degree)	vertising materials clearly
9.46	Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institute degree? ☑ Yes ☐ No	tutions offering the same
9.47	Is enrollment in the third and fourth years of the bachelor's program sufficient to support regular laboratory work? Yes No Not Applicable (no students in the third and fourth years)	ly scheduled classes and
9.48	Are the third- and fourth-year courses based upon appropriate prerequisites? ☑ Yes ☐ No	
The ca	ERAL COMMENTS: ampus is participating in the Cisco Academy program and uses standard Cisco Academy equipment and cosoft Academy content in the course teaching and learning materials. PROGRAM EVALUATION	ourseware, along with the
	Diploma in Medical Assisting	
9.01	Is licensure, certification or registration required to practice in the specific career field? ☐ Yes No (Skip to question 9.02)	
9.02	Who is assigned to administer the academic program(s), and what are this person's qualifications? Dr. Jeanine Smith is assigned to administer the Medical Assisting program. Dr. Smith has a doctor of Texas Chiropractic College in Pasadena, Texas and a bachelor's degree in Biology from Rust C Mississippi. Dr. Smith began her career at Westwood College O'Hare in 2005 as an adjunct facult externship coordinator in 2006 and to program chair in 2007.	ollege in Holy Springs,
9.03	Does this individual possess appropriate academic or experiential qualifications? ⊠ Yes □ No	
9.04	Is there evidence that the program administrator has sufficient authority and responsibility for administration of the educational program(s)? ⊠ Yes □ No	or the development and
9.05	Are the time and resources devoted to the administration of the educational program(s) sufficient? Yes No	
9.06	Does the program meet the needs of its students and the requirements of the Council, as shown outcomes which meet or exceed the standards for the following areas: (a) Student retention rate of 62%?	by student achievement

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	 ✓ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only) (b) Student placement rate of 58%? ✓ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only) 	
9.07	List the community resources and describe how they are utilized to enrich the program(s). Documentation and interviews with students and faculty confirmed guest speakers and field trips are us Assisting program. Recent guest speakers include a corporate recruiter for Rosin Eyecare, as well as Assisting program; and field trips have taken to the International Museum of Surgical Science, the office, and to the Illinois Holocaust Museum and Education Center.	graduates of the Medical
9.08	Is the utilization of community resources sufficient to enrich the program? ☑ Yes ☐ No	
9.09	Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an ocacademic credential, or both? ☑ Yes ☐ No	cupational objective, an
9.10	Does the catalog and/or other advertising material such as brochures and web site, accurately described by Yes □ No	ribe the program and its
9.11	For programs that include practica, externships, or internships, does the institution have a written and m that outlines the arrangement between the institution and the practicum site, including specific lear requirements, and evaluation criteria? Yes No Not Applicable (these elements are not part of the program or no student is at the point of needing the	rning objectives, course
	At the beginning of the first day of the visit, the team noted the agreement given to the cohort of stude include the requirements as stated in the <i>Criteria</i> ; however, later in the day, the institution provided agreement that included the required elements to be used for externships as assigned next term.	
9.12	Does the program use independent studies? ☐ Yes No (Skip to question 9.14)	
9.14	Are the curriculum and length of the program appropriate to meet the educational and placement objecti ☑ Yes ☐ No	ves of the program?
9.15	Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are ☐ Yes ☐ No	they being followed?
9.16	Is an appropriately detailed syllabus on file for each course that includes: (a) Title and course descriptions Yes No (b) Course numbers Yes No (c) Course prerequisites and/or corequisites Yes No (d) Instructional contact hours/credits Yes No (e) Learning objectives Yes No (f) Instructional materials and references Yes No (g) Topical outline of the course Yes No (h) Instructional methods Yes No	

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	(i) Assessment criteria ⊠ Yes □ No				
	(j) Method of evaluating students				
	 X Yes ☐ No (k) Date the syllabus was last reviewed 				
	X Yes No				
	For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only: (1) Out-of-class work assignments that support the learning objectives for the course				
	(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments ☐ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)				
9.17	Do students confirm that they receive a course syllabus and that it is followed? ☐ Yes ☐ No				
505					
9.18	Are the courses available when needed by the student in the normal pursuit of a program of study? ☐ Yes ☐ No				
9.19	Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report submitted to the Council?				
	How many calls to employers or graduates were attempted? There were 12 calls attempted.				
	How many calls to employers or graduates were successful? There were 9 successful calls.				
	How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations. There were 9 calls that confirmed the employment of the graduates as reported on the 2012 CAR.				
0.20					
9.20	Was documentation on file to verify graduates classified on the CAR as "not available for placement"? ☑ Yes ☐ No ☐ Not Applicable				
9,21	Does the campus participate in Title IV financial aid? ☑ Yes ☐ No (Skip to question 9.24)				
9.22	Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding? Yes No Not Applicable (Clock hour programs only)				
9.23	Is there evidence that out-of-class work or the equivalency is being evaluated? Yes No Not Applicable (Clock hour programs only)				
	If Yes, briefly describe the documentation of evaluation viewed on site.				
	Medical Assisting syllabi include an addendum that clearly outlines out-of-class homework and assignments. Completed out-of-class assignments were reviewed by the team and the Blackboard system used by the faculty evidenced graded homework and assignments.				
9.24	Are the following appropriate to adequately support the number and nature of the program? (a) Facilities.				
	Yes □ No				
	(b) Instructional equipment.				
	Yes No				

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	42.3				
	(d) Personne ⊠ Yes	el.			
	□ Tes				
9.25		wing elements appropriately incorporated into the instructional components of the program	?		
	(a) Systemat				
	⊠ Yes	□ No			
	(b) Well-def	ined instructional objectives.			
		ction and use of appropriate and current learning materials.			
	⊠ Yes	No			
	The state of the s	iate modes of instructional delivery.			
	⊠ Yes	□ No			
		of appropriate assessment strategies.			
	⊠ Yes	□No			
	Yes	of appropriate experiences.			
	⊠ 1 cs	□ NO			
9.26	Are all facult	y assigned to teach in no more than three fields of instruction, with no more than five prepared	arations?		
	⊠ Yes	□No			
9.27	Do the family	ty members' qualifications meet the minimum requirements outlined in the Accreditation	or Critoria and are their		
9.21		s academically and experientially appropriate to the subject matter they teach and the			
	awarded?	s academicany and experientiatry appropriate to the subject matter they teach and the	c level of the credential		
	⊠ Yes	□No			
9.28		the faculty appropriate to the total student enrollment?			
	⊠ Yes	□ No			
9.29	Is an adequa	te core of full- and part-time faculty employed to ensure sound direction and continuity	of development for the		
23-3	program?	to the or the table part and tarted, supposed to them about an about and tollinging	as as farebutere you mis		
	⊠ Yes	□ No			
	1				
9.30		loads reasonable?			
	⊠ Yes	No			
0 1	DDOCDA	M EVALUATION			
			nemator'		
- 1	Bachelor of S	Science in Business Administration: Accounting and Financial Manager	nent		
1	Bachelor of Science in Business Administration: Healthcare Management				
1	Bachelor of Science in Business Administration: Marketing Management				
	bachelor of E	Secure in Dusiness Administration. Marketing Management			
9.01	Is licensure o	pertification or registration required to practice in the specific career field?			
2.01	Yes	No (Skip to question 9.02)			
		- control of the state of the s			
9.02		ned to administer the academic program(s), and what are this person's qualifications?			
		roth, program chair for the School of Business and the School of Design, oversees the program bachelor's degree in Econmics/Political Science from Northwestern University and a ma			

Ms. Groth typically teaches one or two courses per term; however, she is not teaching this term. Ms. Groth began as an adjunct instructor in August 2005 and was promoted to program chair in January 2008. Prior to her employment with Westwood, she worked for Chubb Computer Services (training operations manager), Tenneco Business Services (business analyst), and Ibbotson Associates (product support representative). Also, Ms. Groth is a certified member of HRCertification Institute Online Services through December 2014.

Adminstration from DePaul University. She has six years of related professional experience and eight years of teaching experience.

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9.03	Does this individual ⊠ Yes	And the second of the second o	nic or experiential qualifications?	
9.04	Is there evidence that of the educational pr ☑ Yes ☐ N	ogram(s)?	or has sufficient authority and responsibility for the development	nent and administration
9.05	Are the time and rese ☐ Yes ☐ N		nistration of the educational program(s) sufficient?	
9.06	which meet or excee	d-the standards for the follow	ts and the requirements of the Council, as shown by student owing areas:	achievement outcomes
	(a) Student retentio ⊠ Yes □ 1 (b) Student placement	No Not Applicat	able (Additional Location Inclusion only)	
	☐ Yes ☐ Y	No Not Applicat	able (Additional Location Inclusion only)	
	If No for either item standard?	does the Campus Effectiver	eness Plan (CEP) include data, analysis and activities to mee	t or exceed the relevant
	⊠ Yes □	No Not Applicab	able (Additional location only)	
9.07	The program chair a	nd the faculty encourage the	they are utilized to enrich the program(s). The use of both guest speakers and field trips. Guest speakers hated in field trips to St Paul's House and the office of Dr. The	
9.08	Is the utilization of c ⊠ Yes □ N	ommunity resources sufficie No	ient to enrich the program?	
9.09	Does the curriculum credential, or both? ☐ Yes ☐ N		sequence of appropriate subjects leading to an occupational	objective, an academic
9.10	Does the catalog at objectives? ☑ Yes □ N		aterial such as brochures and web site, accurately describ	e the program and its
9.11	that outlines the ar requirements, and ev	rangement between the insvaluation criteria? No	s, or internships, does the institution have a written and mut institution and the practicum site, including specific learn of the program or no student is at the point of needing them)	ning objectives, course
9.12		se independent studies? No (Skip to question 9.14)		
9.14	Are the curriculum a ⊠ Yes □ N		ppropriate to meet the educational and placement objectives of	of the program?
9.15	Are course prerequin		identified in the catalog and on the course syllabi, and are the	ney being followed?
9.16	(a) Title and course ⊠ Yes □ N (b) Course numbers	No	each course that includes:	

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	(c) Course prerequisites and/or corequisites No No
	(d) Instructional contact hours/credits
	⊠ Yes □ No
	(e) Learning objectives
	⊠ Yes □ No
	(f) Instructional materials and references
	⊠ Yes □ No
	(g) Topical outline of the course
	⊠ Yes □ No
	(h) Instructional methods
	⊠ Yes □ No
	(i) Assessment criteria
	⊠ Yes □ No
	(j) Method of evaluating students
	⊠ Yes □ No
	(k) Date the syllabus was last reviewed ☐ Yes ☐ No
	For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only;
	(1) Out-of-class work assignments that support the learning objectives for the course
	Yes No Not Applicable (Additional Location Inclusion)
	(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
	Yes No Not Applicable (Additional Location Inclusion)
	Z 163 Z 100
9.17	Do students confirm that they receive a course syllabus and that it is followed?
	∑ Yes
110	
9.18	Are the courses available when needed by the student in the normal pursuit of a program of study?
	⊠ Yes □ No
9.19	Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last
2,12	Campus Accountability Report submitted to the Council?
	Yes No Not Applicable (there have been no graduates)
	2 1es 100 1100 1100 1100 1100 1100 1100 1
	How many calls to employers or graduates were attempted?
	Bachelor's degree program in Accounting: 1
	Bachelor's degree program in Healthcare Management: 5
	Bachelor's degree program in Marketing Management: 7
	How many calls to employers or graduates were successful?
	Bachelor's degree program in Accounting: 1
	Bachelor's degree program in Healthcare Management: 4
	Bachelor's degree program in Marketing Management: 6
	How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any
	discrepancy between the number of successful contacts and confirmations.
	Bachelors' degree program in Accounting: 1
	Bachelors' degree program in Healthcare Management: 4
	Bachelors' degree program in Marketing Management; 6
9.20	Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
.20	Yes No Not Applicable
9.21	Does the campus participate in Title IV financial aid?
	Yes No (Skip to question 9.24)

9.41

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VER. S	September 1, 2013 ACICS INITIAL, REEVALUATION, OR ADDITIONAL LOCATION INCLUSION REPORT	Page 49 of 52
9.22	Does the campus' written procedures (as evidenced by their academic credit analysis) support the written porcedit hour as defined by the U.S. Department of Education for Title IV funding? Yes No Not Applicable (Clock hour programs only)	olicy and definition of a
9.23	Is there evidence that out-of-class work or the equivalency is being evaluated? Yes No Not Applicable (Clock hour programs only)	
	If Yes, briefly describe the documentation of evaluation viewed on site. The program chair demonstrated the use of the Blackboard-based system that is used by the faculty to monievaluate all work assignments (including homework) that are required for each course.	itor student progress and
9.24	Are the following appropriate to adequately support the number and nature of the program? (a) Facilities. Yes No (b) Instructional equipment.	
	 ✓ Yes	
9.25	Are the following elements appropriately incorporated into the instructional components of the program? (a) Systematic planning. Yes No (b) Well-defined instructional objectives.	
	 ✓ Yes	
	 Yes □ No (e) The use of appropriate assessment strategies. ☑ Yes □ No (f) The use of appropriate experiences. ☑ Yes □ No 	
9.29	Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity program? ☑ Yes ☐ No	of development for the
9.30	Are teaching loads reasonable? ☑ Yes ☐ No	
9.38	Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or over a period of four semesters, six quarters, or the equivalent? Yes No	their equivalent, earned
9.39	Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of Yes No	of concentration?
9.40	Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutegree? ⊠ Yes □ No	ttions offering the same

Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?

Yes No Not Applicable (no students in the second year)

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VER, S	September 1, 2013 ACICS INITIAL, REEVALUATION, OR ADDITIONAL LOCATION INCLUSION REPO	RT Page 50 of 52
9.42	Are the second-year courses based upon appropriate first-year prerequisites? ☐ Yes ☐ No ☐ Not applicable	
9.43	Is the number of hours required to complete the program at least 120 semester hours, I carned over a period of eight semesters, 12 quarters, or the equivalent? ☑ Yes ☐ No	80 quarter hours, or their equivalent,
9.44	Is there a minimum of 60 semester hours, 90 quarter hours, or their equivalent in courses w ☐ Yes ☐ No	vithin the area of concentration?
9.45	If the institution offers only the last two years of the bachelor's degree program, do the catal describe the requirements for admission? Yes No Not Applicable (institution offers all four years of the degree program)	
9.46	Does the curriculum quantitatively and qualitatively approximate the standards at other codegree? ☐ Yes ☐ No	ollegiate institutions offering the same
9.47	Is enrollment in the third and fourth years of the bachelor's program sufficient to suplaboratory work? No Dot Applicable (no students in the third and fourth years)	
9.48	Are the third- and fourth-year courses based upon appropriate prerequisites? ☑ Yes ☐ No	
	ERAL COMMENTS:	
The fi	full-time program chair is assisted by one full-time faculty and seven part-time faculty members.	pers who compose a qualified team to

The full-time program chair is assisted by one full-time faculty and seven part-time faculty members who compose a qualified team to support the Business programs.

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Summary of Citations

The institution is not in compliance with the Accreditation Criteria in the following areas:

#	Criteria	Summary
1.	Section 3-1-111	The Campus Effectiveness Plan (CEP) does not meet Council's standards (page 4).
2.	Section 3-1-412(d)	Three admissions representatives do not have appropriate titles (page 9).
3.	Section 3-1-441(c)	Follow-up studies on graduates are not conducted at specific measuring points following placement (page 13).
4.	Section 3-1-513(a) & Glossary	Independent study contracts do not include appropriate evaluative criteria in some programs (pages 25, 29, 33, and 40).

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RECOMMENDATIONS

The evaluation team offers the following recommendations for the institution's consideration (These recommendations are not included in the report seen by the Council):

- More guest speakers should be utilized in the Accounting and Marketing programs.
- Some lab activities, particularly in the Systems Security program, require system admin access or certain user permissions in order to complete activities. While IT students are provided the opportunity to perform these lab activities using virtual machines and platforms, it would be beneficial for them to have admin access to some designated equipment or be part of an Access Control List (ACL) that gives them more permissions than students from other programs. This would allow IT students to perform the lab activities that require installations and configurations on real machines and experience real-world environments.
- Faculty development plans should differentiate more clearly between in-service training (which is
 designed to increase teaching skills) and professional-growth activities (which are designed to enhance the
 faculty member's subject-matter expertise).

From: Ian Harazduk <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP

(FYDIBOHF23SPDLT)/RECIPIENTS/653BDA8A64144114820BFCBF53B7514E

-IHARAZDUK>

Sent: 9/27/2013 4:27:20 PM -0400

To: Visit Reports < Exchange Labs/Exchange Administrative Group

(FYDIBOHF23SPDLT)/Recipients/2e42b0538ac544a38cd8dc1efe1a14f7-

visitreports>

Subject: 70456 1st Edit

Attachments: 70456.ITT Tech-San Antonio ALI.doc

Jan Harazduk

Manager, Compliance

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ADDITIONAL LOCATION INCLUSION

ITT TECHNICAL INSTITUTE 2895 NE Loop 410 San Antonio, TX 78218 ACICS ID Code: 00070456

Mr. Barry Bailey, Director (b)(6) @itt.tech.edu)
(b)(6) @itt-tech.edu

MAIN CAMPUS

ITT Technical Institute Indianapolis, IN 46268 ACICS ID Code: 00016040

September 19-20, 2013

Dr. Alvin J. Marrow	Chair	Retired Academic Dean, Florida Metropolitan University - North Orlando	Winter Park, FL
Ms. Maura K. Wilson	Student-Relations Specialist	Director, Retired, Flagler College	Albany, OR
Ms. Mary Gail Lowery	Educational Activities Specialist	Retired, Alabama Department of Education	Gatlinburg, TN
Mr. Tom Phillips	IT Programs Specialist	Professor, Retired, Gibbs College	Tinton Falls, NJ
Ms. Silvia Gimbutas	Drafting and Design Specialist	Instructor, Westwood College	Chicago, IL
Mr. Ian R. Harazduk	Staff Representative	ACICS	Washington,

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ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS

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PROGRAMS OFFERED BY ITT TECHNICAL INSTITUTE SAN ANTONIO, TEXAS

						R		AR & Placem	acement	
CREDENTIAL			Clock Hrs.		Enroll: Full-	2012		2011		
EARNED (As defined by the institution)	ACICS CREDENTIAL	APPROVED PROGRAM TITLE		Qtr. Hrs.	time/ Part- time	Ret.	Pla.	Ret.	Pla.	
Associate of Applied Science degree	Academic Associate's degree	Drafting and Design Technology	1315	93	29/0	n/a	n/a	n/a	n/a	
Associate of Applied Science degree	Academic Associate's degree	Electrical Engineering Technology	1315	93	41/1	100%	n/a	n/a	n/a	
Associate of Applied Science degree	Academic Associate's degree	Network Systems Administration	1315	93	64/3	n/a	n/a	n/a	n/a	
Associate of Applied Science degree	Academic Associate's degree	Industrial Engineering Technology*	1315	93	0	n/a	n/a	n/a	n/a	
Associate of Applied Science degree	Academic Associate's degree	Software Development*	1315	93	0	n/a	n/a	n/a	n/a	
Bachelor of Science degree	Bachelor's degree	Electrical Engineering and Communications Technology**	2524	180	0	n/a	.n/a	n/a	n/a	
Bachelor of Science degree	Bachelor's degree	Information Systems and Cybersecurity**	2594	180	0	n/a	n/a	n/a	n/a	
Bachelor of Science degree	Bachelor's degree	Software Development**	2523	180	0	n/a	n/a	n/a	n/a	
Bachelor of Science degree	Bachelor's degree	Project Management and Administration – Project Management and Administration Option, Construction Option, and Information Technology Option**	2326	180	0	n/a	n/a	n/a	n/a	

TOTAL ENROLLMENT

138

- n/a The campus enrolled its first students in June 2012. Data is not available for these programs. There were no graduates at the time of the visit.
- * Anticipated starting dates for these programs are as follows: Industrial Engineering Technology (December 2013), Software Development (March 2014).
- ** Anticipated starting dates for these programs are as follows: Electrical Engineering and Communications Technology (December 2014), Information Systems and Cybersecurity (September 2014), Software Development (2015), and Project Management and Administration-Project Management and Administrative Option, Construction Option, and Information Technology Option (September 2014).

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INTRODUCTION

The ITT Technical Institute in San Antonio is part of a nationwide system of over 140 campuses in 38 states owned and operated by ITT/ESI, which is headquartered in Carmel, Indiana. The campus, which opened its doors for classes in June 2012, currently offers 3 academic associate's degree programs and anticipates expanding its offerings at both the associate's and bachelor's degree levels. The campus, located in the heart of the Alamo country, mainly attracts students from the San Antonio metropolitan area, with a population of over 1.5 million, and includes a large contingent of students (30%) from 3 major military bases in the area. In addition, the student population, consisting of mainly adult and evening learners, is representative of the local community demographics to include the following breakdown: by race, 41.7% Hispanic, 26.7% Caucasian, 13.3% African-American, 3,3% Asian-American, and 15% undisclosed; and by gender, 85% male and 15% female.

1. MISSION

1.01	Give the page number in the campus catalog on which the mission statement can be found. The mission statement can be found on page 2, volume 9, of the 2013-2014 catalog.
1.02	Does the campus have an appropriate mission statement with a set of supporting objectives? ☑ Yes ☐ No
1.03	Are the objectives devoted substantially to career-related education? ☑ Yes ☐ No
1.04	Are the objectives reasonable for the following? (a) The programs of instruction Yes No (b) The modes of delivery. Yes No (c) The facilities of the campus. Yes No
1.05	Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public? Yes \sum \sum No
1.06	Is the campus committed to successful implementation of its mission? ☑ Yes ☐ No
1.07	Does the campus have a current Campus Effectiveness Plan (CEP)? ☑ Yes ☐ No
1.08	If the campus is an additional location, does the additional location have its own CEP, separate from the main campus IEP? Yes No Not Applicable
1.09	Does the CEP describe the following? (a) The characteristics of the programs offered. ☐ Yes ☐ No (b) The characteristics of the student population. ☐ Yes ☐ No (c) The types of data that will be used for assessment. ☐ Yes ☐ No (d) Specific goals to improve the educational processes. ☐ Yes ☐ No (e) Expected outcomes of the plans. ☐ Yes ☐ No

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1.10	Are the following five required elements evaluated in the CEP?
	(a) Student retention.
	⊠Yes □ No
	(b) Student placement.
	Yes No Not Applicable (new additional location only)
	(c) Level of graduate satisfaction.
	Yes No Not Applicable (new additional location only)
	(d) Level of employer satisfaction.
	Yes No Not Applicable (new additional location only)
	(e) Student learning outcomes.
	⊠ Yes □ No
1.11	Define the student learning outcomes used by the campus and how these outcomes are being assessed.
	The campus measures student learning outcomes using four measures: capstone courses, capstone assessment data, student
	engagement, and student success. For the first, capstone courses, many of the ITT Technical Institute programs utilize a capstone course to solidify the student's overall learning process and to determine the level of the student's understanding of the program objectives. Beginning in December 2013, when the first capstone courses are offered, the campus dean will start tracking class
	average grades for capstone courses and develop a history of data that can be used to analyze student learning outcomes. For the second measure, or capstone assessment data, the campus assesses specific learning outcomes through the application of an
	assessment rubric (communication skills, teamwork, critical thinking, et al.). As assessment data becomes available after the first capstone classes are offered, the faculty will begin reviewing proficiency levels achieved by graduates and take measures for
	continuous learning outcomes improvement. Thirdly, the campus measures student engagement by taking into account student
	attendance and the ability of the student to complete program courses. Data is currently being collected by the dean to measure
	student engagement. Lastly, student success is measured by dividing the number of passing students by the number of student
	attempts. The number of students starting and passing a course is an indicator of the potential to achieve student learning outcomes.
	Data is currently being collected by the dean to measure student success.
	Data is currently being confected by the dean to measure student success.
1.12	Are the following identified and described in the CEP?
	(a) The baseline data for each outcome.
	(b) The data used by the campus to assess each outcome.
	☐ Yes ☐ No ☐ Not Applicable
	(c) How the data was collected.
	⊠ Yes □ No □ Not Applicable
	(d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational
	processes.
	At the time of the visit, the campus was either beginning to or planning to collect data, with charts included, on the five required
	elements of the CEP. With baselines for each element already established, the data collected will be used to improve the educational
	offerings at the campus.
1.13	Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus
0.058	Accountability Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?
	☐ Yes ☐ No ☐ Not Applicable (new additional location or initial applicant only)
1.14	Has the campus published specific activities that will be undertaken to meet placement and retention goals?
	Yes No Not Applicable (new additional location only)

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VER.	September 1, 2013 ACICS INITIAL, REEVALUATION, OR ADDITIONAL LOCATION INCLUSION REPORT	Page 5 of 39
1.15	Describe the specific activities that the campus will undertake to meet these goals. The campus lists a number of goals and initiatives that it will undertake to meet its retention gos student engagement; reduce student attrition: increase opportunities to build a sense of coopportunities, specifically with faculty and peer mentors; increase the use of guest speakers; focused student activities such as a student news broadcast, membership in clubs and asse exercises; and increase contact with students who do not attend class or are doing poorly in their	ollege community; increase tutoring provide a number of academically- ociations, and career-related training
	Without any graduates, the campus does not list any specific placement activities and goals.	
1.16	Does the campus have documentation to show the following? (a) That the CEP has been implemented. ☐ Yes ☐ No (b) That specific activities listed in the plan have been completed. ☐ Yes ☐ No (c) That periodic progress reports have been completed. ☐ Yes ☐ No	
1.17	Who is responsible for implementing and monitoring the CEP? Describe this individual's quaplease describe the committee. Mr. Barry Bailey, the campus director, is responsible for implementing and monitoring the CEP Business Administration from the University of Redlands, a bachelor's degree in Organizational Francisco, and an associate's degree in Business and Management from Citrus College. He h September 2011. Prior to his current position, he served as dean of academic affairs at ITT center dean at Devry University; president of Barry Bailey Group, Inc.; senior training conadministrator at GTE Corporation. Mr. Bailey's professional development includes attendance a (November 2011), participation in the Career Colleges and Schools of Texas (CCST) conference in CCST. As chair of the CEP committee at ITT Technical Institute-San Antonio, Mr. Bailey has been	P. Mr. Bailey has a master's degree in Behavior from the University of San as been in his current position since Technical Institute-Tucson, Arizona; usultant at Dell Computer; and staff at an ACICS Accreditation Workshop (November 2012), and membership
	dynamic team of individuals to assist him in the development and implementation of the plan. A following individuals: the dean, director of finance, director of recruitment, registrar, and facult study.	Ar. Bailey's CEP team consists of the
1.18	Does the campus have documentation to show that the CEP is evaluated at least annually? Yes No Not Applicable (new additional location or initial applicant or	ıly)
2.	ORGANIZATION	
2.01	Is the following information regarding the campus appropriately stated in the catalog? (a) Governance, control, and corporate organization. Yes No (b) Names of the trustees, directors, and/or officers. Yes No (c) Names of the administrators. Yes No	
2.02	Does the campus; (a) Adequately train its employees? ☐ Yes ☐ No (b) Provide them with constant and proper supervision? ☐ Yes ☐ No (c) Evaluate their work?	

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VER.	September 1, 2013 ACICS INITIAL, REEVALUATION, OR ADDITIONAL LOCATION INCLUSION REPORT	Page 6 of 39
	⊠ Yes □ No	
2.03	Is the administration of the campus efficient and effective? ☐ Yes ☐ No	
2.04	Does the campus maintain written documentation to show that faculty and staff members: (a) Clearly understand their duties and responsibilities? ☐ Yes ☐ No (b) Know the person to whom they report? ☐ Yes ☐ No (c) Understand the standards by which the success of their work is measured? ☐ Yes ☐ No	
2.05	Does the administration maintain documentation of the evaluation of the faculty and staff? ⊠ Yes □ No	
2.06	Has the campus adopted a policy on academic freedom that has been communicated to the faculty? ☑ Yes ☐ No	
2.07	Does the campus have an appropriate grievance policy for faculty and staff? ☑ Yes ☐ No	
2.08	Does the campus catalog or the student handbook contain an appropriate grievance policy for students address of ACICS? Yes No Not Applicable (initial applicants only)	that includes the name and
2.09	Who is responsible for the financial oversight of the campus, and what are this person's qualifications? As previouly noted, Mr. Barry Baily, the campus director, is responsible for the financial oversight of t master's degree in Business Administration from the University of Redlands, a bachelor's degree in Orga University of San Francisco, and an associate's degree in Business and Management from Citrus Colleg position since September 2011. Prior to his current position, he served as dean of academic affairs at ITT Arizona; center dean at Devry University; president of Barry Bailey Group, Inc.; senior training const staff administrator at GTE Corporation.	nizational Behavior from the e. He has been in his current Technical Institute, Tucson,
3.	ADMINISTRATION	
3.01	Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campu workshop within 18 months prior to the final submission of the self-study? Yes	is attended an accreditation
3.02	Are all staff well trained to carry out administrative functions? ☑ Yes ☐ No	
3.03	Who is the on-site administrator, and what are this person's qualifications? As previouly noted, Mr. Barry Baily, the campus director, is the on-site administrator for the campus degree in Business Administration from the University of Redlands, a bachelor's degree in Organi University of San Francisco, and an associate's degree in Business and Management from Citrus Colleg position since September 2011. Prior to his current position, he served as dean of academic affairs at ITT Arizona; center dean at Devry University; president of Barry Bailey Group, Inc.; senior training constaff administrator at GTE Corporation.	izational Behavior from the e. He has been in his current Technical Institute, Tucson,
3.04	Does the campus list degrees of staff members in the catalog? ☑ Yes ☐ No	
	If <i>Yes</i> , is appropriate evidence of the degrees on file? ⊠ Yes □ No	

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3.05	Is there evidence that the campus keeps adequate records to support the following administrative operations?
	(a) Financial aid activities.
	Yes No Not Applicable (campus does not participate in financial aid)
	(b) Admissions.
	⊠ Yes □ No
	(c) Curriculum.
	∑ Yes □ No
	(d) Accreditation and licensure
	∑ Yes ☐ No
	(e) Guidance.
	⊠ Yes □ No
	(f) Instructional resources.
	⊠ Yes □ No
	(g) Supplies and equipment.
	∑ Yes □ No
	(h) The school plant.
	∑ Yes □ No
	(i) Faculty and staff.
	∑ Yes □ No
	(j) Student activities.
	∑ Yes □ No
	(k) Student personnel.
	⊠ Yes □ No
3.06	Does the campus admit ability-to-benefit students?
	☐ Yes No
3.11	Do student files contain evidence of graduation from high school or the equivalent?
	⊠ Yes □ No
3.12	Are appropriate transcripts maintained for all students?
	⊠ Yes □ No
3.13	Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog
3+13	Yes \sum No
	A res into
3.14	Are student records protected from theft, fire, water damage, or other possible loss?
7.17	
	⊠ Yes □ No
3.15	Does the campus maintain transcripts for all students indefinitely?
3.13	
	⊠ Yes □ No
- 10	
3.16	Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?
	⊠ Yes □ No

COMMENDATIONS:

The team was impressed with the campus administration's attitude of "students come first." Students are the most important commodity on campus; their issues, needs, and wishes must come center-forward. The campus administration must be commended for its emphasis on students and their welfare. This student-oriented philosophy is reflected in the positive remarks made by students who were asked about their experience on campus. By focusing on students, the campus is commended for fulfilling the needs and aspirations of students and setting the stage for the establishment of a truly dedicated college community.

4. RELATIONS WITH STUDENTS

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VER. S	eptember 1, 2013 ACICS INITIAL, REEVALUATION, OR ADDITIONAL LOCATION INCLUSION REPORT Page 8 of 39	
4.01	How many student files were reviewed during the evaluation?	
	Thirty-five student files were reviewed which included 25 active students and 10 drop students. Three of the 25 active students on Satisfactory Academic Progress (SAP) probation, and two of the drop students had been dismissed for SAP. The campus had no graduates up to this point.	
4.02	Does the campus ensure that its student relations reflect high ethical standards? ☑ Yes ☐ No	
4,03	Does the campus have appropriate admissions criteria? ☑ Yes ☐ No	
4.04	Does the campus contract with third parties for admissions and recruiting purposes? ☐ Yes ☐ No	
4.05	Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admicriteria)? Yes No	
4.06	Does the admissions policy conform to the campus's mission? ✓ Yes ☐ No	
4.07	Is the admissions policy publicly stated? ⊠ Yes □ No	
4.08	Is the admissions policy administered as written? ⊠ Yes □ No	
4.09	Does the campus use an enrollment agreement for each enrolled student that : (a) Clearly outlines the financial obligations of both the institution and the student? Yes No (b) Outlines all program related tuition and fees? Yes No (c) Has a signature of the student and the appropriate school representative?	
	Yes □ No	
4,10	Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications? Ms. Sylvia Astorga serves as the director of recruitment for the campus. Ms. Astorga holds a bachelor's degree in Occupa Education from Wayland Baptist University and an associate's degree in Instructor Technology from Community College of the Force.	
	Ms. Astorga has served as director of recruitment since March 2012. Prior to that she served as manager of recruitment for II four years. Her additional experience includes 18 years as an Air Force recruiter and recruiter instructor, as well as contract recommon for an insurance company.	
4.11	How is the team able to verify that the recruiting process for new students is ethical and compatible with the educational objective the campus? The team interviewed students, admissions representatives, the director of recruitment, and the director of finance as well as rev	
	In interviews with students, they indicated that the recruiting practices of the campus are ethical and reflect the objectives	

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A review of student files indicated that appropriate records are on file, that students toured the campus prior to enrolling, and that all admissions documentation is in order.

All recruiting personnel at the campus undergo a comprehensive training program in which they must complete activities, have those assessed and ultimately become "certified" on the interview presentation; this is documented on an e-Campus transcript in the learning management system. On-going training takes place weekly. Additionally, representatives are observed quarterly by the director of recruitment who sits in on phone calls and prospective student interviews.

4.12	Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following? (a) Courses and programs.		
	⊠ Yes □ No		
	(c) Tuition.		
	⊠ Yes □ No		
	(d) Terms.		
	⊠ Yes □ No		
	(e) Operating policies. ⊠ Yes □ No		
	⊠ tes □ No		
4.13	Does the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity? Yes No		
111	Does the state in which the campus operates require representatives to be licensed or registered?		
4.14	Yes No		
	If Yes, is evidence of licensure or registration on file?		
	⊠ Yes □ No		
4.15	Are the titles of recruitment and enrollment personnel appropriate?		
3,12	⊠ Yes □ No		
4.16	Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging,		
	awarding, and disbursement? Yes No No Not Applicable (campus does not participate in financial aid)		
	☐ Not Applicable (campus does not participate in iniancial aid)		
4.17	Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?		
	⊠ Yes □ No		
4.18	Does the campus have written policies and procedures for evaluating and accepting transfer of credit?		
4.10	Yes No		
4.19	Is there evidence that the campus properly awards transfer of credit?		
4.20	Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus?		
,,,,,	Yes No		
4.21	Has the campus established articulation agreements with other institutions?		
	☐ Yes ☐ No		
4.24	Is the standards of satisfactory academic progress policy published in the catalog?		
	⊠ Yes □ No		
	If Yes, state the page number(s) where the standards of satisfactory academic progress policy is published?		

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VER. September 1, 2013 ACICS INITIAL, REEVALUATION, OR ADDITIONAL LOCATION INCLUSION REPORT Page 10 of 39 The standards of satisfactory academic progress are published in the ITT Technical Institute catalog with a publication date of September 10, 2013 on pages 32-37. 4.25 Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following? (a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length. X Yes (b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame. (c) Procedures for re-establishing satisfactory academic progress. X Yes (d) A definition of the effects of the following on the CGPA and successful course-completion percentage: Withdrawals. X Yes Incomplete grades. X Yes No Repeated courses. X Yes No Non-punitive grades. Not Applicable (campus does not offer) X Yes No Non-credit or remedial courses. X Yes Not Applicable (campus does not offer) No A warning status. ☐ No Yes Not Applicable (campus does not use) A probationary period. X Yes No An appeal process. X Yes No An extended-enrollment status. Not Applicable (campus does not offer) Yes No

4.27 Are students who are not making satisfactory academic progress properly notified? X Yes Not Applicable (no students are in violation of SAP) No

4.28 Is SAP evaluated at the end of each academic year or at 50% of the normal program length if the program is one academic year in length or shorter? No

Not Applicable (campus only offers one program of study

Not Applicable (campus only offers one credential)

X Yes

X Yes

X Yes

X Yes

X Yes

4.26

The effect when a student changes programs.

The effect when a student seeks to earn an additional credential.

Does the campus apply its SAP standards consistently to all students?

No

No

No

No

The implications of transfer credit.

Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a 4.29 minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?

X Yes ☐ No Not Applicable (all programs are one year or less)

4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed?

Not Applicable (all programs are less than two years)

4.31 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?

X Yes ☐ No

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4.32	Are students allowed to remain on financial aid while under warning status? Yes No Not Applicable (campus does not participate in financial aid)		
	If Yes, is the student informed of this policy? ☑ Yes ☐ No		
4.33	Are students whose appeals are granted due to mitigating circumstances placed on probation, eligibility for financial aid reinstated and considered to be making satisfactory academic progress? Yes No		
4.34	Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating		
	circumstances? ☐ Yes ☐ No ☐ Not Applicable (campus does not have extended enrollment and/or does not participate in financial aid)		
4.35	Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length? Yes No Not Applicable (campus does not have extended enrollment)		
4.36	For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived? Yes No Not Applicable (there is no such student)		
4.37	Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs? ☐ Yes ☐ No		
4.38	Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications? Mr. Ricardo Navejar serves as dean and he is responsible for the administration of satisfactory academic progress (SAP), reviewing student records, and ensuring that each student not making SAP is advised as to the campus' SAP requirements.		
	Mr. Navejar holds a master's degree in Business Administration (M.B.A.) and a bachelor's degree in Mechanical Technology and Computer Drafting Design from the University of Houston.		
	Mr. Navejar has served as dean for one and one-half years. Prior to transferring to the ITT San Antonio (East) campus, Mr. Navejar was a Computer Drafting and Design (CDD) instructor/chair for nine years. His experience prior to joining ITT was as an AutoCAD drafter for two years.		
4.39	Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs? Yes No		
4.40	Does the campus finance any of the following? (Mark all that apply.) (a) Scholarships. (b) Grants. (c) Loans. (d) The campus does not offer scholarships, grants, and/or loans. (Skip to Question 4.42.)		
	If <i>Yes</i> for any item, does the campus properly identify all scholarship, grant, and loan programs? ⊠ Yes □ No		
4.41	Does the campus fully disclose the terms, conditions, and application procedures regarding campus loan, scholarship and grant programs in its catalog? Yes No		
4.42	Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees? Yes No		

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4.43	Are tuition and fees clearly stated in the catalog? ✓ Yes □ No	
	∐ Tes ☐ No	
	If <i>Yes</i> , have students confirmed receiving a copy of the catalog? ⊠ Yes □ No □ Not Applicable	
4.44	Do the financial records of students clearly show the following? (a) Charges. Yes No (b) Dates for the posting of tuition. Yes No (c) Fees. Yes No (d) Other charges. Yes No (e) Payments. Yes No (f) Dates of payment. Yes No (g) The balance after each transaction. Yes No	
	⊠ Yes □ No	
4.45	Is the effective date listed on announcements of changes in tuition and fees? ✓ Yes ☐ No ☐ Not Applicable (campus has not changed tuition or fees)	
4.46	Is the campus' refund policy published in the catalog? ☑ Yes ☐ No	
4.47	Is the refund policy fair, equitable, and applicable to all students? ☑ Yes ☐ No	
4.48	Is the campus following its stated refund policy? ☐ Yes ☐ No	
4.49	Does the campus participate in Title IV financial aid? ⊠ Yes □ No (Skip to question 4.57)	
4.50	Who is responsible on-site for administering student financial aid, and what are this person's qualifications Mr. Jacob Garcia serves as the director of finance (DOF). Mr. Garcia holds a bachelor's degree in Bust University of Texas at San Antonio.	
	Mr. Garcia has served as DOF since August 5, 2013. Prior to that, he served as a financial aid coordinate various finance and collection positions for eight years.	or for ITT for three years, and
4.51	Is the person who determines the amount of student awards <i>not</i> also responsible for disbursing those awards Yes No	ards?
4.52	Are final student financial aid award determinations made by administrative individuals who are <i>not</i> responsible Yes No	nsible for recruitment?
4.53	Is the financial aid administrator a member of a state, regional, or national financial aid association and changes in the field? ☐ Yes ☐ No	up to date on procedures and
4.54	Describe how the financial aid office stays current with regulation and policy changes in financial memberships in professional organizations held by this individual).	l aid (include all appropriate

4.61

X Yes

VER. September 1, 2013 ACICS INITIAL, REEVALUATION, OR ADDITIONAL LOCATION INCLUSION REPORT Page 13 of 39 During the team visit, the director of finance registered as a member of the Texas Association of Financial Aid Administrators (TASFFA). At the time of the visit, Mr. Garcia had served as DOF for six weeks. During that time, he participated in four E-courses: "Finance Management 101," "FAC Coaching and Development," "Sexual Harassment Awareness for Supervisors and Managers," and "Eligible Student Admissions", In his three years as financial aid coordinator, Mr. Garcia particpated in nine other E-courses. Even though Mr. Garcia is new to his position and has participated in E-training, additional training is needed. 4.55 Is there evidence that the financial aid administrator regularly participates in professional awareness activities? X Yes 4.56 Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios? X Yes Does the campus provide discounts for cash received in advance of the normal payment schedule? 4.57 4.58 Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc. The campus holds student orientation sessions each quarter for new students. The sessions are held twice on two different dates and the dean, faculty, and campus managers greet new students and explain program expectations. Financial aid staff meet with students to ensure that financial paperwork has been completed, and career services discuss career choices and trends. The orientation agenda also includes a review of campus policies and expectations including attendance policies, the student handbook, effective study habits, grievance policies, and other general questions. The campus staff offers advisement. Students are referred to outside professional agencies for in-depth counseling. Tutoring by academic personnel is available to all student who are failing or performing below expectations. This is coordinated through the learning resource center (LRC). Campus staff will assist students with other issues affecting retention such as transportation and part-time employment. 4.59 Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates? Not Applicable Yes No The campus has not yet had any graduates. 4.60 Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications? Although the first graduating class will not complete until February 2014, the position of director of career services was filled by Ms. Cidalin Rojas-Nava in August 2013. Ms. Rojas-Nava holds a bachelor's degree from Texas A&M - Corpus Christi in Criminal Justice and an associate's degree from Del Mar College in Criminal Justice. Prior to joining ITT in August 2013, Ms. Rojas-Nava served in a variety of roles with other educational institutions: director of career services for three years, school director for six years, and as an instructor of cosmetology for two years,

Not Applicable (campus enrolls only international students on a student visa)

Does the campus offer employment assistance to all students?

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4.62	Does the campus use placement percentages or salary projections as part of its recruiting activities? ☐ Yes ☐ No		
4.63	The beginning enrollment on the most current Campus Accountability Report (CAR) is 6 The ending enrollment reported on the previous year's CAR is 6		
4.64	Was the team able to verify the retention rate for the campus and for each program as reported on t (CAR) last submitted to the Council? ☑ Yes ☐ No ☐ Not Applicable	he Campus Accountability Report	
4.65	Are students who receive financial aid counseled concerning their student loan repayment obligations? Yes No No Not Applicable (campus does not participate in financial aid)		
4.66	Describe the process the campus utilizes to ensure that students are counseled concerning their student. The campus utilizes SmartForms for entrance counseling and provides each student with copi "Payment Addendum to Enrollment Agreement" (CSPA) which specifies financial obligations for the quarters). A new CSPA is created each academic year and reviewed with the student by a financial graduate, drop or are dropped by the campus, an exit interview is conducted or mailed to the stude for loans. Students are given a debt management guide, deferment eligibility chart, and a repay making decisions about their student loans. Contact numbers and e-mail addresses of lending institution are provided to students for possible future use. If the student is unavailable for an appointment, exit certified mail.	es of their cost summary and a ne academic year (three academic al aid coordinator. When students nts outlining their responsibilities ment estimator chart to assist in ations and other important offices	
4,67	Describe the extracurricular activities of the campus (if applicable). Extracurricular activities of the campus include the following: student appreciation grills, field tr attendance and grades, and a number of major-affiliated honor societies and associations.	ips, awards ceremonies honoring	
5. E	EDUCATIONAL ACTIVITIES		
5.01	Are the credentials awarded by the campus in compliance with its accreditation approval and in laws? ☑ Yes ☐ No	compliance with applicable state	
5.02	Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications? Mr. Ricardo Navejar is the academic dean. Mr. Avejar holds a bachelor's degree in Mechanical Technology - Computer Drafting and Design and a master's degree in Business Administration, both from the University of Houston. He has been with ITT Technical Institute since June 1999; first as an instructor, then as a department chair and has been the academic dean since April 2012.		
5.03	Does this person have appropriate academic or experiential qualifications? ☐ Yes ☐ No		
5.04	Describe how the campus makes provisions for program administrators to have sufficient aut development and administration of the programs. There is a constant flow of program development from the corporate office to the campus' admir supported by subject matter experts, faculty and staff, is ultimately responsible for the development integrity of the programs offered at the campus. The academic dean and faculty participate in faculty n plans, and in-service training. In addition, the campus has a signed job description detailing duties matters of academic governance.	istrative team. The campus dean, , administration and the academic neetings, professional development	
5.05	Is the time devoted to the administration of the educational programs sufficient?		

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	⊠ Yes	□ No		
5,06	Is there a pu	ablished policy on the responsibility and authority of faculty in academic governance?		
5.07	Does the po	olicy, at a minimum, address the role of the faculty in the following areas?		
	⊠ Yes	opment of the educational program. No on of course materials, instructional equipment and other educational resources.		
		☐ No natic evaluation and revision of the curriculum.		
	X Yes(d) AssessX Yes	☐ No ment of student learning outcomes. ☐ No		
		ng for institutional effectiveness.		
5.08	Is there evid	dence that this policy has been adopted and faculty members are aware of it? No		
5.09		ampus have any programs that require specialized programmatic accreditation to obtain entry in which the campus is approved?	y-level employment or licensure	
5.11		um able to verify the backup documentation to support the placement rate for the program(s) the on the last Campus Accountability Report submitted to the Council? No Not Applicable	nat hold specialized accreditation	
5.12	Was docum ☐ Yes	nentation on file to verify graduates classified on the CAR as "not available for placement"?		
5.13	Are the edu	icational programs consistent with the campus' mission and the needs of its students?		
5.14		mation of policies and the design of educational programs involve students, graduates, advarties such as advisory committees?	lministrators, faculty, and other	
5.15	Provisions through fle	sions are made for individual differences among students? are made for students with individual differences and/or special needs through following exibility in the organization and administration of instruction. Students with special needs appropriate documentation is disclosed and presented to the director of the campus for consideration.	may request special assistance	
	Faculty members are encouraged to use a variety of teaching styles and methods to accommodate diverse learning styles and individual differences. The campus provides early intervention by academic personnel by offering tutoring and mentoring intervention with students who need assistance with their programs of study. Faculty members encourage all accelerated students to undertake extra projects and to assist fellow students when possible.			
	classrooms	and lab classrooms have LCD projectors with DVD playing capabilities. The campus open with new furniture and computers in well-lighted and clean classrooms which encourage instruction.		
5.16		e system in place to evaluate, revise, and make changes to the curriculum. ate-driven curriculum has a systematic process of curricula evaluation, revision and changes.	Central campus faculty interact	

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	may also submit suggested changes and additions in syllabi and course learning resources to the dean for implementation.
5.17	Does the faculty participate in this process? ☑ Yes ☐ No
5.18	Is credit appropriately converted in relation to total student contact hours in each class? ☑ Yes ☐ No
5.19	If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres? Yes No Not Applicable (campus does not award such credit)
5.20	Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved? Yes No
5,21	Are the following appropriate to adequately support the number and nature of the general education courses? (If only nondegree programs are offered with no general education courses, skip to 5.22) (a) Facilities. Yes No (b) Instructional equipment. Yes No (c) Resources. Yes No (d) Personnel. Yes No
5.22	Does the campus provide an environment for its faculty that is conducive to effective classroom instruction? Yes No
5.23	Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs? Yes No
5.24	Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws? ✓ Yes ☐ No
5.25	Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors? Yes
5,26	Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States? Yes \[\sum \text{No} \text{Not Applicable (no faculty members hold foreign credentials)} \]
5.27	Is there documented evidence of a systematic program of in-service training at the campus? ☑ Yes ☐ No
	If Yes, how is this documented? The team verified documentation of a systematic process of in-service training and professional growth activities through team-led meetings. Personnel files included professional development plans to enhance faculty expertise.
5.28	Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to

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	support completed activities listed on the plans? ☑ Yes ☐ No	
5.29	Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty me ☐ Yes ☐ No	eetings?
5,30	Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity programs? ☑ Yes ☐ No	of development for the educational
5.31	Does the institution utilize contracts and/or agreements with other institutions or entities? ☐ Yes ☐ No	
5.34	Are instructors teaching general education courses assigned in keeping with the minimum require Criteria? ☑ Yes ☐ No	ements as stated in the Accreditation
5.35	Does the program include a minimum of 15 semester, 22.5 quarter hours, or their equivalent in get ⊠ Yes □ No	neral education courses?
5.36	Do the programs' general education courses meet Council standards in that the courses place emp practical applications associated with a particular occupation? Yes No	hasis on principles and theory not on
5.37	Are at least one-half of all courses that are part of each associate's degree program taught by degrees, professional degrees, or bachelor's degrees plus professional certification? Yes No	faculty members who have graduate
were e	earn observed a very dedicated faculty and an energetic and engaged student population. The academ extremely excited about all programs of study and specifically, the success of their students. EDUCATIONAL FACILITIES	nic dean, faculty members, and staff
6. 1	EDUCATIONAL FACILITIES	
6.01	Describe the physical facility of the campus (include details such as campus location, square for situation and any other pertinent information). The campus, located off interstate 410, contains 20,378 square feet to include theory classrooms, library, and bookstore. The parking area is large enough to meet the maximum capacity of 440 compliance with ADA as well as other federal, state, and local ordinances and regulations, recruitment, career services, and academic affairs exist along with a student lounge, testing rooms, callearning resource center. The facility is clean and environmentally pleasing; it does meet the needs	laboratories, administrative offices, students and staff. The facility is in Working environments for finance, omputer labs, theory classrooms, and
6.02	Does the campus utilize any additional space locations? ☐ Yes ☐ No	
6.03	Does the campus utilize campus additions? ☐ Yes ☐ No	
6.04	Are all facilities (including additional space and campus additions) appropriate for the size of the offered? ☑ Yes ☐ No	student population and the programs
6.05	Are the following appropriate to support the student population and the programs offered at all local campus additions)? (a) Equipment	tions (including additional space and

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	 Yes □ No (b) Instructional tools Yes □ No (c) Machinery Yes □ No 	
6.06	Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation Yes No Not Applicable	on regulations?
7. 1	PUBLICATIONS	
7.01	What catalog was used during the evaluation (please include the year, number, and volume if appropriate The catalog used for the evaluation visit is the ITT Technical Institute, San Antonio (NE LOOP 410), To 9, published on September 10, 2013.	
7.02	Does the self-study or additional location application part II accurately portray the campus? ☑ Yes ☐ No	
7.03	Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled stu Yes	idents?
7.04	Does the catalog contain the following items? (a) A table of contents and/or an index. ☐ Yes ☐ No (b) An indication of the year or years for which the catalog is effective on the front page or cover page. ☐ Yes ☐ No (c) The names and titles of the administrators. ☐ Yes ☐ No (d) A statement of legal control which includes the names of trustees, directors, and officers of the corpo ☐ Yes ☐ No	ration.
	(e) A statement of accreditation Yes	urate and complete listing of all varded; the total credit or clock or registration needed to work in s awarded, a concise description
	(m) A definition of the unit of credit. Yes	

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	(n) A complete explanation of the standards of satisfactory academic progress.				
	 Yes ☐ No (o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for 				
	completion of each.				
	Yes No (p) The transfer of credit policy.				
	Yes \sum No				
	(q) A statement of the tuition, fees, and any other charges.				
	⊠ Yes □ No				
	(r) A complete and accurate listing of all scholarships, grants, and/or loans offered. ☐ Yes ☐ No ☐ Not Applicable (no scholarships, grants, or loans offered)				
	(s) The refund policy.				
	⊠ Yes □ No				
	(t) A statement describing the student services offered.				
	Yes No (u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).				
	Yes No Not Applicable (initial applicants only)				
7.05	Does the campus offer degree programs?				
	⊠ Yes □ No				
	If Yes, does the catalog contain the following?				
	(a) An explanation of the course numbering system (for all levels).				
	 ✓ Yes In No (b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and 				
	bachelor's degrees only).				
	⊠ Yes □ No				
	(c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only).				
	Yes No (d) Identification of courses that satisfy the upper-division (for bachelor's degrees only).				
	Yes No				
7.06	Does the campus offer courses and/or programs via distance education?				
7.00	Yes No				
7.07					
7.07	Does the catalog contain an addendum/supplement? Yes No				
7.08	Is the catalog available online?				
	⊠ Yes □ No				
	If Yes, does it match the hard copy version?				
	⊠ Yes □ No				
7.09	Does the campus utilize a multiple-school catalog?				
	☐ Yes ☐ No				
7.10	Is all advertising and promotional literature, through any type of media (social media, website, newspapers, etc.), truthful and dignified?				
	⊠ Yes □ No				
7.11	Is the correct name of the campus listed in all advertising, web postings and promotional literature?				
	⊠ Yes □ No				
7.12	Where does the campus advertise (publications, online, etc.)?				
	The campus advertises through television advertisements, brochures, mailers, flyers, and online through its website and banner advertisements.				
	MAY OF INTERNATION				

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	Are all print and electronic advertisements under acceptable headings? ☑ Yes ☐ No	
7.13	Does the campus use endorsements, commendations, or recommendations in its advertising? ☑ Yes ☐ No	
	If Yes , is there evidence that prior written consent was obtained and that all representations are factual and $\boxtimes Yes$ \square No	portraying current conditions?
7.14	Does the campus utilize services funded by third parties? ☐ Yes ☐ No	
7.15	Does the campus avoid offering monetary incentives to attract students and avoid making guarantees figraduates? ☐ Yes ☐ No	for job placement or salary for
7.16	Is the phrase "for those who qualify" properly referenced in all advertising that mentions financial aid? Yes No Not Applicable (campus does not participate in financial aid)	
7.17	What institutional performance information does the campus routinely provide to the public? The campus routinely publishes occupational codes for all of its programs, on-time graduation rates, costoan debt. It should be noted that the information presented is an aggregate for all ITT Technical Inadianapolis main campus which includes the San Antonio additional location.	
	Where is this information published and how frequently is this information being updated? The information is published on the institution's website and is updated annually.	
8. 1	LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNO	DLOGY
8.01	Does the campus develop an adequate base of library resources? ☑ Yes ☐ No	
8.02	Does the campus ensure access of library resources to all faculty and students, including students at nonma ⊠ Yes □ No	ain campuses?
8.03	Does the campus provide training and support to faculty and students in utilizing library resources as a process? Yes No	an integral part of the learning
8.04	Are adequate staff provided to support the development, organization of the collection, and access of lib	orary resources?
8.05	Describe how the campus develops continuous assessment strategies for resources and information service. The campus library is supported by corporate personnel to ensure that the level of library resources nee programs offered at the campus. The learning resource center (LRC) coordinator is constantly seeking faculty, and lead instructors in the development and utilization of an adequate base of library resource strategy for library resources and adequate staff, and in providing training for faculty and students in LR.	ded are provided in relation to ng information from students, es, in a continuous assessment
	Are these methods appropriate? ☑ Yes ☐ No	
8.06	Is the library staff adequately trained to support the library? ☑ Yes ☐ No	

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8.07	Is the campus' established annual budget appropriate to the size and scope of the campus and allocation appropriately expended for the purchase of books, periodicals, library equipment, materials? Yes No			
8.08	What is the amount of the current year's library budget excluding personnel allocations? The current year's library budget is as follows: \$2,087 or .1% of tuition revenue in addition to the us library.	e of the corporate generated virtual		
8.09	What portion of the current year's library budget has been spent and how has the money been allocated? At the time of the visit, the campus has spent \$375 or 18% of the budget for periodical, library equipment and other resource and reference materials.			
8.10	Is there evidence that the faculty have major involvement in the selection of library resources? ☑ Yes ☐ No			
8.11	Are the library hours adequate to accommodate the needs of all students? ☑ Yes ☐ No			
8,12	Describe how the faculty inspire, motivate, and direct student usage of the library resources? All first quarter students are introduced to the LRC and the virtual library through classroom visits LRC. All faculty members are required to participate in tutoring logistics of the virtual library to from the use of the virtual library. Faculty members are required to create a virtual library ass projects in addition to other library assignments.	ensure how students can benefit		
	Are these methods appropriate? ☑ Yes ☐ No			
8.13	Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to orga ☐ Yes ☐ No	mize the library materials?		
8.14	Are records of physical and/or online resources and circulation accurate and up to date? ☑ Yes ☐ No			
8.15	If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and evidence of student use documented? Yes No Not Applicable (no interlibrary agreements)	accessibility to the students, and is		
8.16	Describe any full-text online collections available to students. The institution's library offers full-text on-line support for all of the programs offered by the institution through various electronic resources and physical collections. Full-text library materials and services are available at times consistent with the typical student's schedule in both day and evening programs including EBSCOHost, Gale, Books 24/7, and Ebrary. The library provides a variety of on-line periodical database full-text articles on topics in the arts, sciences, social sciences, humanities, and mathematics fields.			
8.17	Are the library physical holdings and /or full-text online collections up to date and adequate for the of and enrollment in its educational programs? ☑ Yes ☐ No	size of the campus and the breadth		
8.18	Does the library collection include holdings in the humanities, arts, social sciences, and sciences, inc ☐ Yes ☐ No	cluding mathematics?		
8.19	Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site The campus has two full-time library assistants who are Ms. Nancy Castro and Ms. Courtney Part degree in Business and associate's degree in Behavioral Sciences from Concordia University is experience as a banker. Ms. Parker has her bachelor's degree in English from Texas State University	ker. Ms. Castro has her bachelor's n San Antonio and four years of		

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VER. September 1, 2013 ACICS INITIAL, REEVALUATION, OR ADDITIONAL LOCATION INCLUSION REPORT Page 22 of 39 experience as a library technician and assistant. The assistants are members of the Texas Library Association. The assistants share onsite library hours which are 9 a.m. until 9 p.m. on Monday through Friday and 9 a.m. until 2 p.m. on Saturday. Does this individual: (a) Supervise and manage the library and instructional resources? X Yes (b) Facilitate the integration of instructional resources into all phases of the campus's curricular and educational offerings? (c) Assist students in the use of instructional resources? No X Yes 8.20 Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aiding in the use of the library technologies and resources? X Yes No 8.21 Have library staff transcripts from campuses not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees awarded by campuses in the United States? Yes Not Applicable (staff do not hold foreign credentials) 8.22 Is documentation on file to reflect the librarian's participation in professional growth activities? No X Yes 8.23 Are the hours the library is open adequate to accommodate the needs of all students? Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and 8.24 educational offerings and to enhance student learning? X Yes 9. PROGRAM EVALUATION Academic Associate's Degree in Drafting and Design Technology 9.01 Is licensure, certification or registration required to practice in the specific career field? Yes No No 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications? Mr. Ricardo Navejar is the academic dean. Mr. Navejar holds a bachelor's degree in Mechanical Technology - Computer Drafting and Design and a master's degree in Business Administration, both from the University of Houston. He has been with ITT Technical Institute since June 1999; first as an instructor, then as a department chair and has been the academic dean since April 2012. 9.03 Does this individual possess appropriate academic or experiential qualifications? X Yes Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the 9.04 educational program(s)? X Yes No 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient? No X Yes 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas: (a) Student retention rate of 62%?

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	Yes (b) Student	☐ No	Not Applicable (Additional Location Inclusion only)	
	Yes	☐ No		
9.07		ee field trips	tes and describe how they are utilized to enrich the program(s). and two guest speakers, which are described below, that the team found suffirm.	cient to enrich the Drafting and
	Another visit on the daily Also in April and reviewed	to CDS Muer basis operation 2013, there we reports from	ne U.S. Army Corps of Engineers were the students were exposed to the corpy Engineers and Surveyors was a real-world experience to observe the use of ms of this consulting firm that offers civil engineering, surveying, 3D laser was a visit to the Methodist Specialty and Transplant Hospital in San Antonio. The Environmental Protection Agency analyzing indoor air quality and other ted with waiver and release forms signed by the students and faculty attending	Computer Aided Design (CAD) scanning and mapping services. The students toured the facilities hospital systems requirements.
	Industrielle p	resented exan	umentation related to the guest speakers that were invited to this campus. Archaples of his work and how he applies different sketching and drawing technical anager operator, was another guest speaker invited to this campus to talk about	ques in the design process. Mr.
9.08	Is the utilizati	on of commu	nity resources sufficient to enrich the program?	
9.09	Does the cur credential, or Yes		ence a well-organized sequence of appropriate subjects leading to an occup	pational objective, an academic
9.10	Does the cata ⊠ Yes	log and/or oth	ner advertising material such as brochures and web site, accurately describe the	program and its objectives?
9.11	outlines the a and evaluation Yes	arrangement l	practica, externships, or internships, does the institution have a written and between the institution and the practicum site, including specific learning of Not Applicable (these elements are not part of the program or no st	bjectives, course requirements,
9.12	them) Does the prog	gram use inde	pendent studies?	
9.14	Are the curric	culum and len	gth of the program appropriate to meet the educational and placement objective	es of the program?
9.15	Are course pr	rerequisites ap	opropriate, are they identified in the catalog and on the course syllabi, and are	e they being followed?
9.16	(a) Title and	course descri	nd/or corequisites	

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	(f) Instructional materials and references
	⊠ Yes □ No
	(g) Topical outline of the course
	⊠ Yes □ No
	(h) Instructional methods
	⊠ Yes □ No
	(i) Assessment criteria
	⊠ Yes □ No
	(j) Method of evaluating students
	⊠ Yes □ No
	(k) Date the syllabus was last reviewed
	⊠ Yes □ No
	For Title IV participant campuses that have <u>lecture</u> courses in <u>credit hour programs</u> or <u>clock-to-credit hour programs</u> only:
	(I) Out-of-class work assignments that support the learning objectives for the course
	☐ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion)
	(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
	Yes No Not Applicable (Additional Location Inclusion)
9.17	Do students confirm that they receive a course syllabus and that it is followed?
	⊠ Yes □ No
9.18	Are the courses available when needed by the student in the normal pursuit of a program of study?
3-10	Yes No
9.19	Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus
Profession of	Accountability Report submitted to the Council?
	☐ Yes ☐ No ☐ Not Applicable (there have been no graduates)
	How many calls to employers or graduates were attempted? N/A
	How many calls to employers or graduates were successful? N/A
	How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations. N/A
9.20	Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
3.20	Yes No Not Applicable
9.24	Are the following appropriate to adequately support the number and nature of the program?
	(a) Facilities.
	⊠ Yes □ No
	(b) Instructional equipment.
	⊠ Yes □ No
	(c) Resources.
	∑ Yes □ No.
	(d) Personnel.
	⊠ Yes □ No
9.25	Are the following elements appropriately incorporated into the instructional components of the program?
	(a) Systematic planning.
	⊠ Yes □ No
	(b) Well-defined instructional objectives.
	⊠ Yes □ No
	And the second s

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	 (c) The selection and use of appropriate and current learning materials. ☐ Yes ☐ No (d) Appropriate modes of instructional delivery. ☐ Yes ☐ No (e) The use of appropriate assessment strategies. ☐ Yes ☐ No 		
	(f) The use of appropriate experiences. ⊠ Yes □ No		
9.27	Do the faculty members' qualifications meet the minimum requirements outlined in the Acce qualifications academically and experientially appropriate to the subject matter they teach and the l \(\subseteq \text{Yes} \subseteq \text{No} \)		
9.28	Is the size of the faculty appropriate to the total student enrollment? ☑ Yes ☐ No		
9.29	Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program? Yes No		
9.30	Are teaching loads reasonable? ☑ Yes ☐ No		
9.38	Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned ove a period of four semesters, six quarters, or the equivalent? Yes No		
9.39	Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration? Yes		
9.40	Does the curriculum quantitatively and qualitatively approximate the standards at other colleg degree? ☑ Yes ☐ No	iate institutions offering the same	
9,41	Is enrollment in the second academic year of the two-year program sufficient to support regularly s Yes No Not Applicable (no students in the second year)	cheduled classes?	
9.42	Are the second-year courses based upon appropriate first-year prerequisites? Yes No Not applicable		
9.]	PROGRAM EVALUATION		
1	Academic Associates Degree in Electrical Engineering Technology		
9.01	Is licensure, certification or registration required to practice in the specific career field? ☐ Yes ☐ No		
9,02	Who is assigned to administer the academic program(s), and what are this person's qualifications? Mr. Ricardo Navejar is the academic dean. Mr. Navejar holds a bachelor's degree in Mechanical Technology - Computer Drafting and Design and a master's degree in Business Administration, both from the University of Houston. He has been with ITT Technical Institute since June 1999; first as an instructor, then as a department chair and has been the academic dean since April 2012. He is assisted by subject matter expert, Mr. Robert McCullar. Mr. McCullar holds an associate's degree in Electronical Engineering Technology from ITT Technical Institute in San Antonio, Texas and a bachelor's degree in Occupational Technology from Wayland Baptist University in San Antonio, Texas.		
9.03	Does this individual possess appropriate academic or experiential qualifications?		

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	⊠ Yes □ No			
9.04	Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)? Yes No			
9,05	Are the time and resources devoted to the administration of the educational program(s) sufficient? Yes \sum No			
9.06	Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas: (a) Student retention rate of 62%? Yes No Not Applicable (Additional Location Inclusion only) (b) Student placement rate of 58%? Yes No Not Applicable (Additional Location Inclusion only)			
9.07	List the community resources and describe how they are utilized to enrich the program(s). The program has had a field trip to Southwest Research Institute on February 11, 2013 where students observed and learned about the practical work in electronics. A guest speaker, Sergeant Shaun D. Canfield was brought in to speak to the GS1145 Strategies for the Technical Professional class on November 26, 2012. The topic was "Interview for Success."			
9,08	Is the utilization of community resources sufficient to enrich the program? ☐ Yes ☐ No			
	If No, insert the section number in parentheses and explain: (Section 3-1-512 (c)): There are not sufficient community resources utilized to enrich the program. While was held and one general studies related guest speaker was brought in, this limited use of community research the program. The self-study submitted by the campus mentions the importance of an advisory comming program development and revision, student placement, selection of learning materials and recruitmer Section 5.8.1 of the submitted campus self-study states that advisory committees are "being formed and quarter." While the team was provided a general agenda for a proposed meeting date of October 24, 2 specific evidence to show that the advisory committee was being formed. In addition, the campus packeduled field trips, guest speakers, or other activities in this program.	sources alone is not sufficient to imittee as a community resource at of faculty and guest speakers. will meet during the June 2013 2013, the team was provided no		
9,09	Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academ credential, or both? ☑ Yes ☐ No			
9.10	Does the catalog and/or other advertising material such as brochures and web site, accurately describe the ☐ Yes ☐ No	program and its objectives?		
9.11	For programs that include practica, externships, or internships, does the institution have a written and outlines the arrangement between the institution and the practicum site, including specific learning of and evaluation criteria? Yes No Not Applicable (these elements are not part of the program or no st them)	bjectives, course requirements,		
9.12	Does the program use independent studies? ☐ Yes ☐ No .			
9.14	Are the curriculum and length of the program appropriate to meet the educational and placement objective Yes No	es of the program?		
9.15	Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are Yes ☐ No	e they being followed?		

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9.16	Is an appropriately detailed syllabus on file for each course that includes: (a) Title and course descriptions			
	Yes No			
	(b) Course numbers			
	⊠ Yes □ No			
	(c) Course prerequisites and/or corequisites			
	⊠ Yes □ No			
	(d) Instructional contact hours/credits			
	⊠ Yes □ No			
	(e) Learning objectives			
	∑ Yes ☐ No			
	(f) Instructional materials and references			
	Yes No			
	(g) Topical outline of the course			
	⊠ Yes □ No			
	(h) Instructional methods			
	⊠ Yes □ No			
	(i) Assessment criteria			
	∑ Yes □ No			
	(j) Method of evaluating students			
	Yes No			
	(k) Date the syllabus was last reviewed			
	⊠ Yes □ No			
	For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit hour programs only:			
	(1) Out-of-class work assignments that support the learning objectives for the course			
	Yes No No Applicable (Additional Location Inclusion)			
	(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments			
	Yes No Not Applicable (Additional Location Inclusion)			
	Es res End Applicable (Maddellar Escation Inclusion)			
0.17	Do students confirm that they receive a course syllabus and that it is followed?			
9.17				
	⊠ Yes □ No			
U.S.				
9.18	Are the courses available when needed by the student in the normal pursuit of a program of study?			
	⊠ Yes □ No			
9.19	Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus			
	Accountability Report submitted to the Council?			
	Yes No Not Applicable (there have been no graduates)			
	Tes Not Applicable (tiere have been no graduates)			
	The state of the s			
	How many calls to employers or graduates were attempted?			
	N/A			
	How many calls to employers or graduates were successful?			
	N/A			
	How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy			
	between the number of successful contacts and confirmations.			
	N/A			
9.20	Was documentation on file to verify graduates classified on the CAR as "not available for placement"?			
	Yes No Not Applicable			
9.24	Are the following appropriate to adequately support the number and nature of the program?			
	(a) Facilities.			
	Yes No			
	(b) Instructional equipment.			
	(b) instructional equipment.			

(a) Systematic planning. Yes	VER. S	eptember 1, 20	13 ACICS INITI	AL, REEVALUATION, OR ADDITIONAL LOCATION INCLUSION REPORT	Page 28 of 39
(c) Resources. Yes No		57			
Yes					
di Personnel. No No No No No No No N					
Yes					
Are the following elements appropriately incorporated into the instructional components of the program? (a) Systematic planning. Yes No No (b) Well-defined instructional objectives. Yes No Yes No (c) The selection and use of appropriate and current learning materials. Yes No (d) Appropriate modes of instructional delivery. Yes No (e) The use of appropriate assessment strategies. Yes No No (f) The use of appropriate experiences. Yes No Poor the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded? Yes No Possible of the faculty appropriate to the total student enrollment? Yes No No Yes No No Are teaching loads reasonable? Yes No No Yes No No S the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent? Yes No No No S there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration? Yes No No No Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree? Yes No No No No No Applicable (no students in the second year) 9.42 Are the second-year courses based upon appropriate first-year prerequisites? Yes No No Not applicable (no students in the second year)					
(a) Systematic planning. Yes		Yes	□ No		
(a) Systematic planning. Yes	9.25	Are the follo	owing elements	appropriately incorporated into the instructional components of the program?	
Yes					
(b) Well-defined instructional objectives. Yes No No (c) The selection and use of appropriate and current learning materials. Yes No No (d) Appropriate modes of instructional delivery. Yes No No (e) The use of appropriate assessment strategies. Yes No No (f) The use of appropriate experiences. Yes No No (g) The use of appropriate experiences. Yes No No (h) The use of appropriate experiences. Yes No No (h) The use of appropriate experiences. Yes No No (h) The use of appropriate experiences. Yes No No (h) The use of appropriate experiences. Yes No No (h) The use of appropriate experiences. Yes No No (h) The use of appropriate experiences. Yes No No (h) The use of appropriate to the the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically appropriate to the subject matter they teach and the level of the credential awarded? Yes No No (h) The selection and according to the information of the program? Yes No No (h) The use of appropriate experiences. Yes No No (h) The use of appropriate experiences. Yes No No (h) The use of appropriate experiences. Yes No No (h) The use of appropriate experiences. Yes No No (h) The use of appropriate experiences. Yes No No (h) The use of appropriate experiences. Yes No No (h) The use of appropriate experiences. Yes No No (h) The use of appropriate interval experiences. Yes No No (h) The use of the faculty appropriate interval experiences. Yes No No (h) The use of the faculty appropriate interval experiences. Yes No No (h) The use of the faculty appropriate interval experiences. Yes No No (h) The use of the faculty appropriate interval experiences. Yes No No (h) The use of the faculty appropriate interval experiences. Yes No No (h) The use of the faculty appropriate interval experiences. Yes No No (h) The use of the faculty appropriate interva			The second secon		
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Yes				of appropriate and current learning materials.	
(d) Appropriate modes of instructional delivery. Yes					
Yes			oriate modes of	instructional delivery.	
(e) The use of appropriate assessment strategies. Yes No 10 the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded? Yes No 10 be the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded? Yes No 10 be the faculty appropriate to the total student enrollment? Yes No 11 san adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program? Yes No 12 Yes No 13 Are teaching loads reasonable? Yes No 14 Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent? Yes No 15 Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration? Yes No 16 Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree? Yes No 16 Ves No Not Applicable (no students in the second-year pediatry scheduled classes? Yes No Not applicable COMMENDATIONS:				The state of the s	
Yes		(e) The use	e of appropriate	assessment strategies.	
No Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded? No Step No Step No Step No Step No Step No Step No Not applicable (no student) Step No Not applicable (COMMENDATIONS:					
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qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded? Yes					
qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded? Yes	0.27	B 4 6	10		
Second No Second Seco	9.27				
State size of the faculty appropriate to the total student enrollment? Yes				y and experientially appropriate to the subject matter they teach and the level	of the credential awarded?
Yes		Yes	LI No		
Yes	0.20	Is the size of	f the faculty on	anyoneista ta the total ctudent anyollment?	
S an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?	9.20			propriate to the total student enrothnent?	
Yes		△ 1 es	□ NO		
Yes	9.29	Is an adequ	ate core of full-	and part-time faculty employed to ensure sound direction and continuity of d	levelopment for the program?
Yes				and the second s	1 3
Yes					
Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent? Yes No 1. Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration? Yes No Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree? Yes No Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes? Yes No No Applicable (no students in the second year) Are the second-year courses based upon appropriate first-year prerequisites? Yes No No Not applicable	9.30			ble?	
a period of four semesters, six quarters, or the equivalent? Yes		⊠ Yes	☐ No		
a period of four semesters, six quarters, or the equivalent? Yes	0.20	In the most	on of bours par	uried to complete the program at least 60 connector hours. On appartur hours, of	s their equivalent, earned even
Yes	9.30				r men equivalent, earned over
Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration? Yes				six quarters, of the equivalents	
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 Yes □ No Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree? ☑ Yes □ No Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes? ☑ Yes □ No □ Not Applicable (no students in the second year) Are the second-year courses based upon appropriate first-year prerequisites? ☑ Yes □ No □ Not applicable COMMENDATIONS: 	9 39	Is there a m	inimum of 30 s	semester hours 45 quarter hours or their equivalent in courses within the area	of concentration?
Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree? Yes No Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes? Yes No Not Applicable (no students in the second year) Are the second-year courses based upon appropriate first-year prerequisites? Yes No Not applicable COMMENDATIONS:	1.02			nemester notics, 45 quarter notics, or their equivalent in courses within the area	of concentration,
degree? Yes No Second academic year of the two-year program sufficient to support regularly scheduled classes? Yes No Not Applicable (no students in the second year) Are the second-year courses based upon appropriate first-year prerequisites? Yes No Not applicable COMMENDATIONS:					
Yes	9.40	Does the c	urriculum quai	ntitatively and qualitatively approximate the standards at other collegiate	institutions offering the same
9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes? Yes		degree?			
 Yes □ No □ Not Applicable (no students in the second year) 9.42 Are the second-year courses based upon appropriate first-year prerequisites? Yes □ No □ Not applicable COMMENDATIONS:		⊠ Yes	☐ No		
 Yes □ No □ Not Applicable (no students in the second year) 9.42 Are the second-year courses based upon appropriate first-year prerequisites? Yes □ No □ Not applicable COMMENDATIONS:					
9.42 Are the second-year courses based upon appropriate first-year prerequisites? Yes No Not applicable	9.41				uled classes?
		⊠ Yes	∐ No	☐ Not Applicable (no students in the second year)	
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COMMENDATIONS:	9.42				
		Yes	∐ No	☐ Not applicable	
		A CENTURY I THE COL	NG		
	Children Commission Conference	and the state of t	and the first of the last of t	all averaged areast enticipation with the instruction the administration and di-	air account and the rate of the

Students interviewed by the team all expressed great satisfaction with the instructors, the administration and their program and the school in general.

9. PROGRAM EVALUATION

Academic Associates Degree in Network Systems Administration

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VER. S	September 1, 2013 ACICS INITIAL, REEVALUATION, OR ADDITIONAL LOCATION INCLUSION REPORT	Page 29 of 39		
9,01	Is licensure, certification or registration required to practice in the specific career field? ☐ Yes ☐ No			
9.02	Who is assigned to administer the academic program(s), and what are this person's qualifications? Mr. Ricardo Navejar is the academic dean. Mr. Navejar holds a bachelor's degree in Mechanical Technology - Computer Drafting and Design and a master's degree in Business Administration both from the University of Houston. He has been with ITT Technical Institute since June 1999; first as an instructor, then as a department chair and has been the academic dean since April 2012. He is assisted by subject matter expert, Mr. Mario Martinez. Mr. Martinez holds a bachelor's degree in Composite from Texas A&M University and an associate's degree in Computer Technology from Laredo Community College in Laredo, Texas. Additionally, Mr. Martinez is CompTIA A+ and Network+ certified.			
9.03	Does this individual possess appropriate academic or experiential qualifications? ☐ Yes ☐ No			
9.04	Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)? Yes \text{No} \text{No}			
9.05	Are the time and resources devoted to the administration of the educational program(s) sufficient? ☐ Yes ☐ No			
9.06	Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas: (a) Student retention rate of 62%? Yes No Not Applicable (Additional Location Inclusion only) (b) Student placement rate of 58%? Yes No Not Applicable (Additional Location Inclusion only)			
9.07	List the community resources and describe how they are utilized to enrich the program(s). The program has had a field trip to Randolph-Brooks Federal Credit Union on October 17, 2012 when about the credit union's working data center. A guest speaker, Sergeant Shaun D. Canfield was brookstrategies for the Technical Professional class on November 12, 2012. The topic was "Interview for Successional Class on November 12, 2012.	ught in to speak to the GS1145		
9.08	Is the utilization of community resources sufficient to enrich the program? ☐ Yes ☐ No			
	(Section 3-1-512 (c)): There are not sufficient community resources utilized to enrich the program. Whi was held and one general studies related guest speaker was brought in, this limited use of community reenrich the program. The self study submitted by the campus mentions the importance of an advisory cornin program development and revision, student placement, selection of learning materials and recruitme Section 5.8.1 of the submitted campus self-study states that advisory committees are "being formed an 2013 quarter." While the team was provided a general agenda for a proposed meeting date of October no specific evidence to show that the advisory committee was being formed. In addition, the campus scheduled field trips, guest speakers, or other activities in this program.	esources alone is not sufficient to mmittee as a community resource ent of faculty and guest speakers, and and will meet during the June 24, 2013, the team was provided		
9.09	Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academ credential, or both? ☑ Yes ☐ No			
9.10	Does the catalog and/or other advertising material such as brochures and web site, accurately describe the ⊠ Yes □ No	e program and its objectives?		
9.11	For programs that include practica, externships, or internships, does the institution have a written and outlines the arrangement between the institution and the practicum site, including specific learning and evaluation criteria?			

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VER. S	eptember 1, 2013 ACICS INITIAL, REEVALUATION, OR ADDITIONAL LOCATION INCLUSION REPORT	Page 30 of 39
	☐ Yes ☐ No ☐ Not Applicable (these elements are not part of the program or them)	no student is at the point of needing
9.12	Does the program use independent studies? ☐ Yes ☐ No	
9.14	Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program? ☐ Yes ☐ No	
9.15	5 Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are they being followed? ∑ Yes □ No	
9.16	Is an appropriately detailed syllabus on file for each course that includes: (a) Title and course descriptions Yes	
9.17	Do students confirm that they receive a course syllabus and that it is followed? ☑ Yes ☐ No	
9.18	Are the courses available when needed by the student in the normal pursuit of a program of study? ☑ Yes ☐ No	
9_19	Was the team able to verify the backup documentation to support the placement rate for the program Accountability Report submitted to the Council? Yes No Not Applicable (there have been no graduates) How many calls to employers or graduates were attempted?	m(s) as reported on the last Campus
	How many calls to employers or graduates were successful?	

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	How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations. N/A
9.20	Was documentation on file to verify graduates classified on the CAR as "not available for placement"? ☐ Yes ☐ No ☐ Not Applicable
9.24	Are the following appropriate to adequately support the number and nature of the program? (a) Facilities. ☐ No
	(b) Instructional equipment. ☐ Yes ☐ No (c) Resources. ☐ Yes ☐ No (d) Personnel. ☐ Yes ☐ No
9.25	Are the following elements appropriately incorporated into the instructional components of the program? (a) Systematic planning. Yes No (b) Well-defined instructional objectives. Yes No (c) The selection and use of appropriate and current learning materials. Yes No (d) Appropriate modes of instructional delivery. Yes No (e) The use of appropriate assessment strategies. Yes No (f) The use of appropriate experiences.
9.27	Do the faculty members' qualifications meet the minimum requirements outlined in the <i>Accreditation Criteria</i> , and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded? Yes \sum No
9.28	Is the size of the faculty appropriate to the total student enrollment? ⊠ Yes □ No
9.29	Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program? Yes \sum No
9.30	Are teaching loads reasonable? ☑ Yes □ No
9.38	Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a period of four semesters, six quarters, or the equivalent? Yes \sum No
9.39	Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration? ⊠ Yes □ No
9.40	Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree? ☐ Yes ☐ No

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VER. S	September 1, 20	13 ACICS INITI	AL, REEVALUATION, OR ADDITIONAL LOCATION INCLUSION REPORT	Page 32 of 39
9.41	Is enrollme ⊠ Yes	ent in the second	academic year of the two-year program sufficient to support regularly sched	duled classes?
9.42	Are the sec	ond-year course	es based upon appropriate first-year prerequisites? Not applicable	
The second second second	File consideration in the contract of the cont	the course of th	Il expressed great satisfaction with the instructors, the administration, and the	neir program and the campus in

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SUMMARY

The institution is not in compliance with the Accreditation Criteria in the following areas:

Number	Citation	Summary Statement
1	Section 3-1-512(c)	There is not sufficient use of community resources to enrich the academic associate's degree programs in Network Systems Administration and Electrical Engineering Technology (pages 26-27 and 30).

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RECOMMENDATIONS

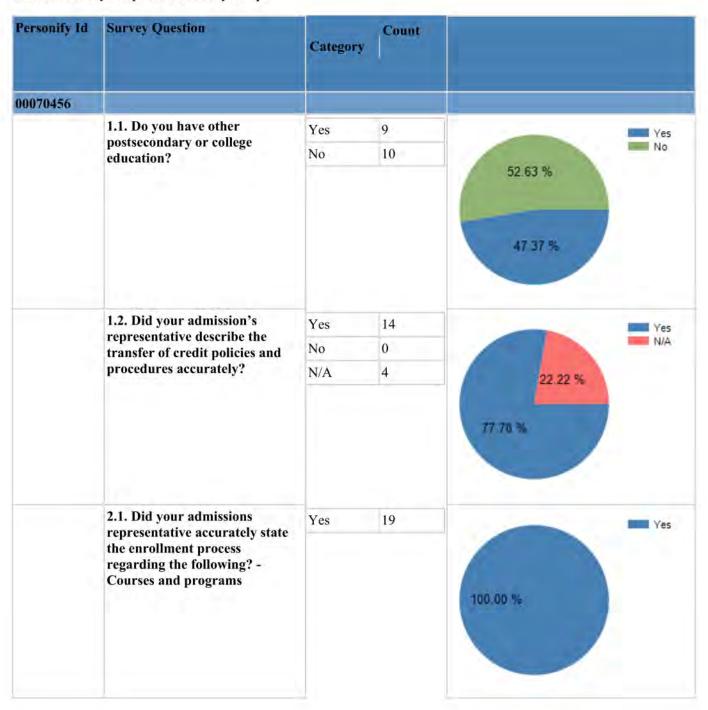
The evaluation team offers the following recommendations for the institution's consideration (These recommendations are not included in the report seen by the Council):

Drafting and Design Technology:

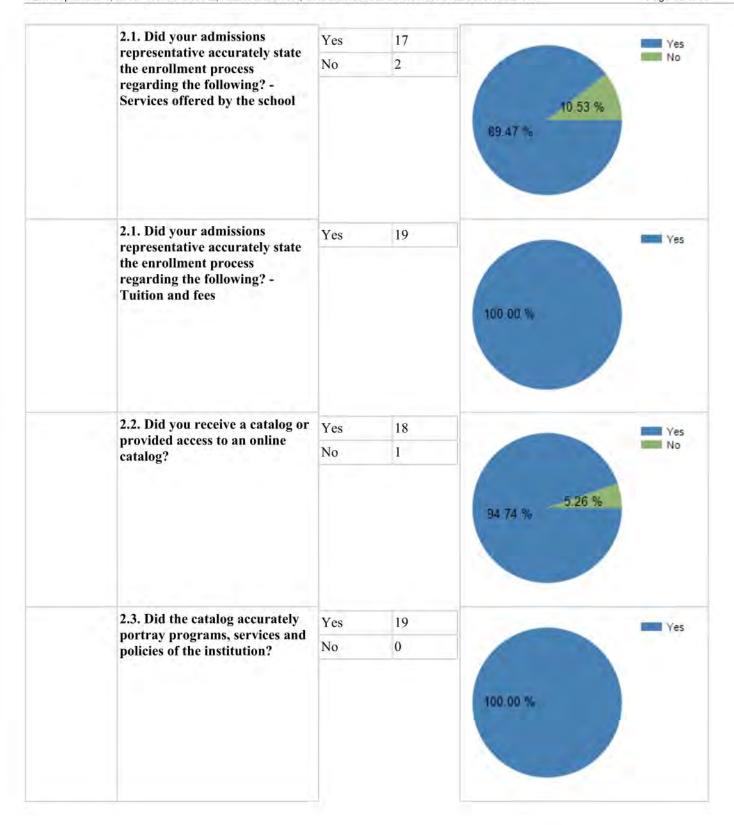
- · A projector in the Drafting and Design Technology classroom to support the mode of instructional delivery to students in the program.
- Students should receive a package with drawing materials that includes a drawing board and proper drawing tables with parallel or Trulers. These items should be included in the package of supplies that students receive at the beginning of the term.

Please find below the results of the Student Surveys issued to several students while the team was on-site. Please note that these results are aggregated and are not distinguished by individual programs.

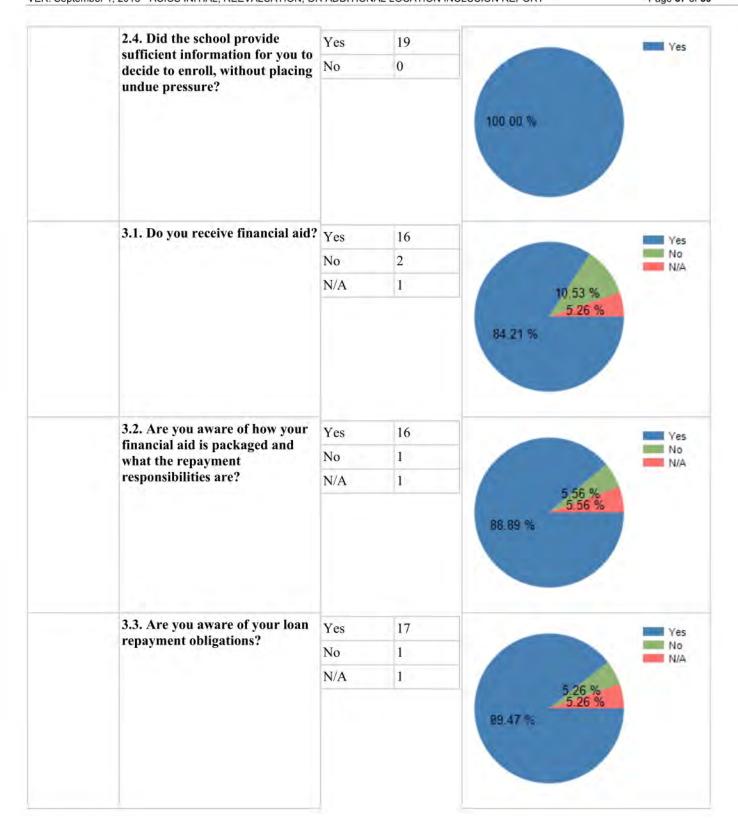
Student Survey Response Summary Graph



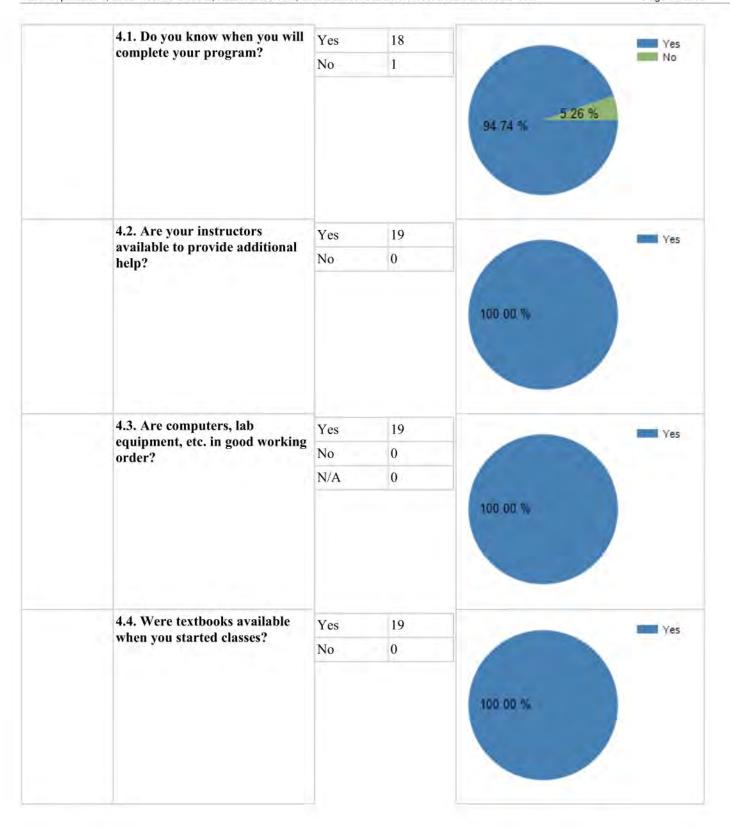
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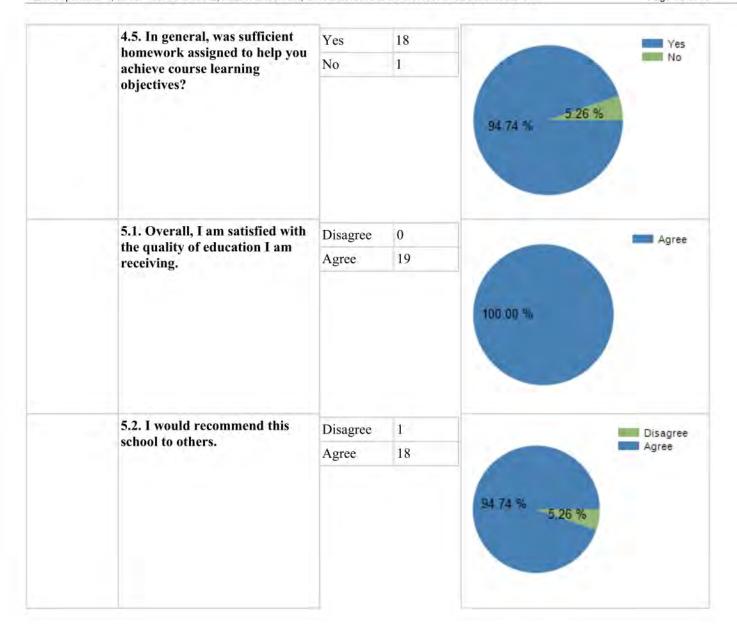
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From: Ian Harazduk <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP

(FYDIBOHF23SPDLT)/RECIPIENTS/653BDA8A64144114820BFCBF53B7514E

-IHARAZDUK>

Sent: 11/6/2012 2:47:34 PM -0500

To: Earline Simons <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP

(FYDIBOHF23SPDLT)/RECIPIENTS/5fe02f7f69c24758875869be6d16e72d-

ESimons>

Subject: Another...

Attachments: 12822.ITT Tech-Tarentum NG.doc

Ian Harazduk

Manager, Compliance

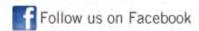
Accrediting Council for Independent Colleges and Schools

750 First Street, NE, Suite 980

Washington, D.C. 20002

Tel: (202) 336-6795

Fax: (202) 842-2593





ACICS CENTRALLY CONTROLLED INSTITUTION (CCI) REEVALUATION - AAC RESPONSE

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REEVALUATION

ITT Technical Institute
100 Pittsburg Mills Circle, Suite 100
Tarentum, PA 15084
ACICS ID Code: 00012822

(b)(6) @itt-tech.edu

Main Campus
ITT Technical Institute
9511 Angola Court
Indianapolis, IN 46268
ACICS ID Code: 00016040

Mr. Joshua Joseph, Campus Director (b)(6) (a)itt-tech.edu)

November 11-12, 2012

John Smith	Chair	Corinthian Colleges, Inc.	Santa Ana, CA	
Kelly Moore	Student-Relations Specialist	Westwood College	Woodbridge, IL	
Ronald Mosley	Education Specialist	(Retired) Alabama DOE	Boaz, AL	
Alex Yarbrough	Criminal Justice Specialist	Virginia College	Chelsea, AL	
Terry Owens	Drafting/Construction Specialist	Southern Illinois University	Carbondale, IL	
Owate Chujor	Electrical Engineering Specialist	Minnesota School of Business	Brooklyn Center, MN	
Barry Phillips	Visual Communications Specialist	Consultant, NBC, PBS	Burleson, TX	
Kathryn Sellers	Staff Representative	ACICS	St. Augustine, FL	

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PROGRAMS OFFERED BY

ITT Technical Institute

Tarentum, PA

CREDENTIAL EARNED	APPROVED	Clock	Sem./Q	Enroll: Full- time/Part-	AIR Retention & Placement			
					2011		2010	
	PROGRAM TITLE	Hrs.	tr.Hrs.	time	Ret.	Pla.	Ret.	Pla.
Academic Associate Degree	Computer Drafting and Design	1524	96	42/7	78.2%	84.2%	76%	65%
Academic Associate Degree*	Visual Communications	1504	96	5/2	N/A	N/A	N/A	N/A
Academic Associate Degree	Criminal Justice	1514	96	22/8	65.1%	83.3%	58.6%	50%
Academic Associate Degree	Information Technology – Computer Network Systems	1514	96	91/21	87%	82.5%	77%	75.8%
Academic Associate Degree	Computer and Electronics Engineering Technology	1514	96	50/10	72.5%	85.7%	69.9%	91.3%
	TOTAL ENROLLMENT		258					

* Program reviewed for the first time.

INTRODUCTION

The first campus of ITT Technical Institute, Indianapolis, opened in 1956. ITT Corporation acquired the Sams Company and the Indianapolis campus in 1966. The acquired campuses became the three original campuses of ITT Educational Services, Inc. ITT Technical Institute, Tarentum opened in Monroeville, Pennsylvania in September 1996. The campus moved to its current location in Tarentum in 2010. The campus is located inside the Pittsburgh Mills Mall at 100 Pittsburgh Mills Circle. The campus occupies approximately 22,500 square feet of space housing classrooms, offices, a student lounge and a learning resource center.

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VER. SEPT. 1, 2012

1,	MISSION
1.01	Response submitted by Academic Administrative Center
1.02	Response submitted by Academic Administrative Center
1.03	Response submitted by Academic Administrative Center
1.04	Response submitted by Academic Administrative Center
1.05	Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public? ☐ Yes ☐ No
1.06	Is the campus committed to successful implementation of its mission? ☑ Yes ☐ No
1.07	Does the campus have a current Campus Effectiveness Plan (CEP)? ☑ Yes ☐ No
1.08	Does the campus have its own CEP, separate from the institution's IEP? ☑ Yes ☐ No
1.09	Does the CEP describe the following? The characteristics of the programs offered. ☐ Yes ☐ No The characteristics of the student population. ☐ Yes ☐ No The types of data that will be used for assessment. ☐ Yes ☐ No Specific goals to improve the educational processes. ☐ Yes ☐ No Expected outcomes of the plans. ☐ Yes ☐ No
1.10	Are the following five required elements evaluated in the CEP? Student retention. Yes No Student placement. Yes No Not Applicable (new branch only) Level of graduate satisfaction. Yes No Not Applicable (new branch only) Level of employer satisfaction. Yes No Not Applicable (new branch only) Student learning outcomes. Yes No

- 1.11 Describe the student learning outcomes used by the campus in each program and how these outcomes are being assessed. The campus uses the following methods to assess the ability of students to meet program objectives upon completion of the program:
 - Capstone Courses: Many of the campus' programs utilize a capstone course to solidify the student's overall learning processes
 and to determine the level of the students understanding of the program objectives.
 - Capstone Assessment Data: For some programs, specific learning outcomes assessment is carried out through the application
 of assessment rubries. As capstone outcomes assessment date become available, faculty reviews proficiency levels achieved by
 graduates with respect to specific outcomes and takes improvement action as needed.
 - Student Engagement: Student engagement is measured by student attendance and the ability to complete program courses.
 - Student Success: Student success is measurement of the number of passing students divided by the number of student attempting a course. A student attempt is counted each time a student sits for a particular class.

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ACICS CENTRALLY CONTROLLED INSTITUTION (CCI) REEVALUATION - AAC RESPONSE

Are the following identified and described in the CEP? 1.12 (a) The baseline data for each outcome. Yes No Not Applicable (b) The data used by the campus to assess each outcome. Yes □ No □ Not Applicable (c) How the data was collected. (d) An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes. 1.13 Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability (previously referred to as AIR) Reports and that demonstrate its ability to maintain or improve retention and placement outcomes? 1.14 Has the campus published specific activities that will be undertaken to meet placement and retention goals? X Yes No 1.15 Describe the specific activities that the campus will undertake to meet these goals. To meet specific placement and retention goals, the dean is responsible for meeting with faculty to ensure daily interaction with absent and at-risk learners. The dean will, on a weekly basis; maintain contact with at-risk learners, identify weaknesses and implement plans for improvement work on a quarterly basis with faculty to introduce active learning techniques, eliminate ineffective overuse of media in the classroom identify overuse by faculty and implement alternative media choices implement student best college practices to 1st quarter students collaborate with Strategies faculty to identify key factors of successful college students. Students who receive a grade of D or F will be contacted weekly students will be encouraged to meet with their instructors and to seek assistance from tutors if necessary. 1.16 Does the campus have documentation to show the following? (a) That the IEP has been implemented. Yes No That specific activities listed in the plan have been completed. Yes No (c) That periodic progress reports have been completed. X Yes No Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized 1.17 please describe the committee. The CEP is developed, reviewed, analyzed, maintained, and monitored by a campus steering committee. The committee consists of the campus director, dean, director of finance, recruitment, career services, registrar, campus chairs from each school of study, and faculty. The functional director's work within their departmental teams to perform the actions included in the CEP. The campus director has the ultimate responsibility to ensure the implementation of the CEP and the campus director is responsible for coordinating, organizing, and preparing the summary report of the CEP. Does the campus have documentation to show that the CEP is evaluated at least annually? 1.18 ORGANIZATION

- 2.01 (a) Response submitted by Academic Administrative Center
- 2.01 (b) Response submitted by Academic Administrative Center

VER. SEPT. 1, 2012 ACICS CENTRALLY CONTROLLED INSTITUTION (CCI) REEVALUATION – AAC RESPONSE

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2.01	Is the following information regarding the campus appropriately stated in the catalog? (c) Names of the administrators.
2.02	Does the campus: (a) Adequately train its employees? □ Yes □ No (b) Provide them with constant and proper supervision? □ Yes □ No (c) Evaluate their work? □ Yes □ No
2.03	Is the administration of the campus efficient and effective? ☑ Yes ☐ No
2.04	Does the campus maintain written documentation to show that faculty and staff members: (a) Clearly understand their duties and responsibilities? ☐ Yes ☐ No (b) Know the person to whom they report? ☐ Yes ☐ No (c) Understand the standards by which the success of their work is measured? ☐ Yes ☐ No
2.05	Does the administration maintain documentation of the evaluation of the faculty and staff? ☑ Yes ☐ No
2.06	Has the campus adopted a policy on academic freedom that has been communicated to the faculty? ☑ Yes ☐ No
2.07	Does the campus have an appropriate grievance policy for faculty and staff? ☑ Yes ☐ No
2.08	Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS? ☑ Yes ☐ No
2.09	Response submitted by Academic Administrative Center
3.	ADMINISTRATION
3.01	Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study? Yes \sum No
3.02	Are all staff well trained to carry out administrative functions? ☑ Yes ☐ No
3.03	Who is the on-site administrator, and what are this person's qualifications? Joshua Joseph is the campus director and has served in this role since January 2010. Prior to becoming the campus director, Mr. Joseph served as the director of career services and the 2 nd director of admissions. Mr. Joseph has a bachelor's and a master's degree in Business Administration from the University of Phoenix. Mr. Joseph attended an accreditation workshop in November 2011.
3 04	Does the campus list degrees of staff members in the catalog?

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ACICS CENTRALLY CONTROLLED INSTITUTION (CCI) REEVALUATION - AAC RESPONSE

XYes No If Yes, is appropriate evidence of the degrees on file? 3.05 Is there evidence that the campus keeps adequate records to support the following administrative operations? (a) Response submitted by Academic Administrative Center (b) Admissions. X Yes ☐ No (c) Response submitted by Academic Administrative Center (d) Response submitted by Academic Administrative Center (e) Guidance. (f) Instructional resources. Yes □ No (g) Supplies and equipment. X Yes No (h) The school plant. (i) Faculty and staff. Yes □ No. Student activities. X Yes No (k) Student personnel. Yes □ No 3.06 Response submitted by Academic Administrative Center 3.07 Does the campus maintain records for the following that support the admissions determination for ability-to-benefit students? (The campus does not admit ability-to-benefit students.) 3.11 Do student files contain evidence of graduation from high school or the equivalent? Yes □ No Are appropriate transcripts maintained for all students? 3.12 3.13 Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog? X Yes No 3.14 Are student records protected from theft, fire, water damage, or other possible loss? X Yes ☐ No Does the campus maintain transcripts for all students indefinitely? 3.15 X Yes No Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students? X Yes No RELATIONS WITH STUDENTS 4.01 How many student files were reviewed during the evaluation? The team reviewed 30 academic files and seven financial aid files during the evaluation. 4.02 How does the institution ensure that its student relations reflect high ethical standards?

ACICS CENTRALLY CONTROLLED INSTITUTION (CCI) REEVALUATION - AAC RESPONSE PAGE 7 OF 36

The campus begins ensuring high ethical standards with a Code of Business Conduct and Ethics produced by the institution. To support the Code of Business Conduct and Ethics and daily operations, the campus provides training. The departments of career services, financial aid, education, and recruitment provide training to new employees and on-going training to their current employees. Employees participate in ITT - Technical Institute institutionally provided annual training programs. This training is reinforced through written policies and procedures available electronically to all employees. Policies and procedures are buttressed with handbooks specific to each department's area of operation. Checks and balances are also included to review daily operations in each of these departments. Internal and external audits, as applicable, are also conducted on a regular basis to evaluate work product and the corporate office employs a number of controls to stop processes from moving forward until specific documentation and information is provided. Finally, communication avenues exist for employees to bring up issues and concerns. For example, financial aid employees can send questions via e-mail to SFSApproval for insight, guidance and resolution from the corporate office. Additionally, there is a 24 hour Ethics Hotline available for employees to call to report concerns.

4.03	Yes □ No
4.04	Does the campus contract with third parties for admissions and recruiting purposes? ☐ Yes ☒ No
4.05	Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)? Yes \sum No
4.06	Reviewed at AAC
4.07	Is the admissions policy publicly stated? ☑ Yes ☐ No
4.08	Is the admissions policy administered as written? ⊠ Yes □ No
4.09	Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications? Mr. Troy Otradovec is the director of recruitment and is responsible for the oversight of student recruitment at the campus. He has six years experience in private sector admissions in increasing levels of responsibility. Mr. Otradovec joined the campus two years ago as the director. He has a bachelor's degree in Marketing from the University of Wisconsin - Whitewater.
4.10	Describe the process for the recruitment of new students. The process of new student recruitment occurs in two phases. Phase one covers the creative marketing and marketing functions, which are handled by the corporate office. The corporate office is responsible for designing the copy and developing the creative material used in their marketing functions, which include TV advertising and internet representation. Marketing materials are used for the purpose of generating interest in the campus.
	Phase two of the recruitment process occurs on the campus, which begins with an admissions representative receiving a lead, through a rotation schedule, scheduling an appointment for a tour and conducting an interview with a prospective student. During the appointment, the prospective student will work individually with an admissions representative who will provide general campus and program specific information via a standardized online presentation. A tour of the campus is also given to the prospective student who is introduced to faculty and staff.
	The application process to ITT Technical Institute - Tarentum is the same for all prospective students, with the exception of those enrolling in the Criminal Justice and Visual Communications Associate of Specialized Technology programs. Applicants for admission to these associate degree programs shall be admitted on the basis of a high school diploma or GED and successfully passing the Wonderlic test with a score of 13 or higher. Applicants for the Criminal Justice and Visual Communications programs shall be admitted on the basis of a high school diploma or GED and a score of 17 or higher on the Wonderlic test.
Arc	these recruiting practices ethical and compatible with the educational objectives of the institution? Yes No

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4.11	Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following? (a) Courses and programs. Yes No (b) Services. Yes No (c) Tuition. Yes No (d) Terms. Yes No (e) Operating policies.
	⊠ Yes □ No
4.12	Does the institution use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity? Yes No
4.13	Does the state in which the campus operates require representatives to be licensed or registered? ☐ Yes ☒ No
	The state of Pennsylvania requires the licensure of admissions representatives if the highest academic credential offered by the campus is a diploma. Since ITT Technical Institute, Tarentum offers associate degrees, the campus is exempt from this requirement.
4.14	Are the titles of recruitment and enrollment personnel appropriate? ☑ Yes ☐ No
4.15	Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement? Yes \sum No
4.16	Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards? Yes \sum No
4.17	Reviewed at AAC
4.18	Is there evidence that the campus properly awards transfer of credit? ☑ Yes ☐ No
4.19	Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another institution? ☑ Yes ☐ No
4.21	Is the standards of satisfactory academic progress policy published in the catalog? Yes No If Yes, state the page number(s) where the standards of satisfactory academic progress policy is published? The campus publishes its standards of satisfactory academic progress policy (SAP) on pages 24 - 28 of the ITT Technical Institute Tarentum, PA 2012-2013 academic catalog, Volume 40, published September 25, 2012.
4.22	Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following? (a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length. Yes

ACICS CENTRALLY CONTROLLED INSTITUTION (CCI) REEVALUATION - AAC RESPONSE

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	⊠ Yes □ No
	(d) A definition of the effects of the following on the CGPA and successful course-completion percentage:
	Withdrawals.
	⊠ Yes □ No
	Incomplete grades.
	⊠ Yes □ No
	Repeated courses.
	⊠ Yes □ No
	Non-punitive grades.
	Yes No Not Applicable (institution does not offer)
	Non-credit or remedial courses.
	Yes ☐ No ☐ Not Applicable (institution does not offer)
	A probationary period.
	⊠ Yes □ No
	An appeal process.
	⊠ Yes □ No
	An extended-enrollment status.
	☐ Yes ☐ No ☒ Not Applicable (institution does not offer)
	The effect when a student changes programs.
	The effect when a student seeks to earn an additional credential.
	The implications of transfer credit.
	⊠ Yes □ No
4.23	Does the campus apply its SAP standards consistently to all students? ☐ Yes ☐ No
4.24	Are students who are not making satisfactory academic progress properly notified? ☑ Yes ☐ No ☐ Not Applicable (no students are in violation of SAP)
1.25	L CAR and the death and a few hands are set 500% of the second and the few hands are set of the second and the second are set of the second and the second are set of the second and the second are set of the second are second are set of the second are second are second are second are se
4.25	Is SAP evaluated at the end of each academic year or at 50% of the normal program length if the program is one academic year in
	length or shorter?
	⊠ Yes □ No
	The American Control of the Control
4.26	Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must
	have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?
	∑ Yes
0.25	
4.27	Are students who are not making satisfactory academic progress at the end of the second year dismissed?
	Yes No Not Applicable (all programs are less than two years)
4.28	Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment?
	⊠ Yes □ No
4.29	Are students allowed to remain on financial aid during the probationary period?
	Yes No Not Applicable (institution does not participate in financial aid)
	If Yes, is the student informed of this policy?
	⊠ Yes □ No
4.30	Are students whose appeals are granted due to mitigating circumstances placed on probation and considered to be making
1.50	satisfactory academic progress? Yes No
4.31	Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are
4.51	
	mitigating circumstances?
	Yes No Not Applicable (institution does not have extended enrollment and/or does not participate in financial aid)

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4.32 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length? Yes No Not Applicable (institution does not have extended enrollment) For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were 4.33 any additional financial obligations waived? Yes No Not Applicable (there is no such student) Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs? 4.34 X Yes No 4.35 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications? Ms. Heather Solomon is the dean of the campus. Prior to joining ITT Technical Institute in 2010, Ms. Solomon worked in and held teaching and training positions in the field of healthcare for 14 years. She holds an associate's degree in Histology Technician from Western School of Health and Business in Pittsburgh, Pennsylvania; a bachelor's degree in Business Management and a master's degree in Curriculum and Instruction of Adult Learners from Point Park University in Pittsburgh, Pennsylvania. 4.36 Does the institution encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs? Yes No reviewed at the institution level 4.37 4.38 Does the institution fully disclose the terms, conditions, and application procedures regarding institutional scholarship and grant programs in its catalog? Yes No Not Applicable (institution offers loans only)) Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and 4.39 fees? X Yes No Do the financial records of students clearly show the following? 4.40 (a) Charges. Yes □ No (b) Dates for the posting of tuition. X Yes No (c)Fees. (d) Other charges. (e) Payments. X Yes No (f) Dates of payment. X Yes No (g) The balance after each transaction. Yes No Are tuition and fees clearly stated on the enrollment agreement or in the catalog? 4.41 If Yes, have students confirmed receiving a copy of the catalog or enrollment agreement (if one is used)? Yes □ No □ Not Applicable 4.42 Is the effective date listed on announcements of changes in tuition and fees? Yes No Not Applicable (institution has not changed tuition and fees) 4.43 Is the institution's refund policy published in the campus catalog? X Yes No 4.44 Is the refund policy fair, equitable, and applicable to all students?

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VER.	SEPT. 1, 2012	ACICS CENTRALLY CONTROLLED INSTITUTION (CCI) REEVALUATION - AAC RESPONSE	Page 11 of 36
	⊠ Yes □ No		
4.45	Is the campus fo ☑ Yes ☐ No	ollowing its stated refund policy?	
4.46	Does the campu ☐ Yes ☐ No	s offer financial aid?	
4.47	Ms. Kayla Vicin bachelor's degre coordinator at the	ble on-site for administering student financial aid, and what are this person's qualificationski, director of financial aid, is responsible for administering student financial aid. She is in accounting from Robert Morris University. She started with ITT - Technical Institute Greentree campus seven years ago and has held the director position at this campus sinstitute, Ms. Vicinski held positions at an accounting firm and in management.	nas a master's and te as a financial aid
4.48	Is the person wh ☐ Yes ☐ No	no determines the amount of student awards not also responsible for disbursing those aw	ards?
4.49	Are final studen ⊠ Yes □ No	t financial aid award determinations made by administrative individuals who are not res	ponsible for recruitment?
4.50	Is the financial and changes in t ⊠ Yes □ No		up to date on procedures
4.51	memberships in The financial ai Student Financi	ne financial aid office stays current with regulation and policy changes in financial aid (in professional organizations held by this individual). It is defice stays current with policy and regulation changes with membership in the Pennsy al Aid Administrators and receives regular e-mail updates. Additionally, the office particle velopment activities such as attendance at various state conferences hosted by the state as proporate office.	Ivania Association of cipates in a variety of
4.52	Is there evidenc ⊠ Yes □ No	e that the financial aid administrator regularly participates in professional awareness acti	vities?
4.53	Does the campu ☐ Yes ☑ No	is provide discounts for cash received in advance of the normal payment schedule?	
4.54	counseling, stud ITT Technical I orientation prog to students in no will assist stude	ident services offered by the campus such as, but not limited to, structured tutoring, acadelent orientation, etc. Institute, Tarentum campus offers a variety of student services. Each student participates fram coordinated by the admissions department prior to the start of a new term. Tutoring seed of additional academic assistance. Full-time and adjunct faculty provide tutoring assists in helping them overcome obstacles to stay in school. Career Services offers professions professional resume creation and job searches.	in a new student is provided free of charge stance. Program chairs
4.55	the campus' gra	tudies on graduate and employer satisfaction conducted at specific measuring points foll duates? Not Applicable	owing the placement of
4. 56	Does the campu- hour programs a	s have a written policy that accurately reflects the U.S. Department of Education's definind/or clock-to-credit hour programs, including conversion ratios? No	ion of a credit hour for credi
4.57	Who is the pers	on on staff responsible for the oversight of counseling students on employment opportur	ities, and what are this

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	Mr. Bart Blum is the director of career services. Prior to serving in his current role, he served as a branch manager for a staffing company, as the executive director for a non-profit organization and as an adjunct instructor for ITT - Technical Institute. Mr. Blum has a bachelor's degree in Criminal Justice and a master's degree in Multidisiplinary Studies, both of which were earned at the State University of New York College at Buffalo.
4.58	Does the institution offer employment assistance to all students? ☐ Yes ☐ No ☐ Not Applicable (institution enrolls only international students on a student visa)
4.59	Does the campus use placement percentages or salary projections as part of its recruiting activities? ☐ Yes ☒ No
4.60	Is the beginning enrollment on the most current Campus Accountability Report (CAR, previously referred to as the AIR) the same as the ending enrollment reported on the previous year's CAR? ☑ Yes ☐ No
4.61	Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council? ☑ Yes ☐ No ☐ Not Applicable
4.62	Are students who receive financial aid counseled concerning their student loan repayment obligations? ☑ Yes ☐ No
4.63	Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations. The process begins when the student enrolls at the campus. The student completes a loan entrance counseling and is given information about their obligations. As the students complete the Master Promissory Note, the financial aid department spends extra time in pointing out crucial information for the students regarding their loan amounts. Students are provided with a student aid handbook published by the U.S. Department of Education. Loan repayment obligations are reinforced each time a student has a conversation with financial aid and reviewed during a student's repackaging process. Individual, in-person exit counseling is completed by the campus when the student graduates. When a student is no longer in attendance and has not met in-person with the financial aid department, exit counseling information is sent to the student by the campus and the institution. Additional resources are made available to the student when the student moves into repayment status.
4.64	Describe the extracurricular activities of the institution (if applicable). The campus provides a number of extracurricular activities for their student population. On an academic front, the campus offers workshops to prepare students in developing their professional networking skills, budgeting workshops, guest speakers and midterm "Math and Munchies" event. Additionally, there is an active criminal justice club on campus. The campus offers student appreciation week and barbeque events for their students.
5.	EDUCATIONAL ACTIVITIES
	Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws? Yes No
5.02	Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications? Ms. Heather Solomon, dean of academic affairs, oversees the educational activities of all academic programs at the Tarentum campus of ITT Technical Institute, Ms. Solomon holds a bachelor's degree in Business Management from PointPark College and a master's degree in Curriculum and Instruction from PointPark University. She has served as dean since March of 2010. Prior to her current position, she was an instructor and team leader at Sanford Brown Institute for two years, an instructor at Everest Institute for five years, and a program chair at Western School of Health and Business for three years. Ms. Solomon had two years of work experience in histology and other health related experiences prior to entering college administration. She is supported by Ms. Annaliese Piraino, associate dean for general studies, and four program chairs.
5.03	Does this person have appropriate academic or experiential qualifications? ☑ Yes ☐ No

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ACICS CENTRALLY CONTROLLED INSTITUTION (CCI) REEVALUATION - AAC RESPONSE VER. SEPT. 1, 2012 PAGE 13 OF 36 5.04 Describe how the institution makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs. The dean of academic affairs, Ms. Heather Solomon, is assigned fulltime to the position and is primarily responsible for curriculum issues, professional growth and inservice activities, student relations, teacher evaluation, the learning resource center, and assistance with employment of academic staff. Ms. Solomon reports directly to the campus director and her job description clearly identifies her role and responsibility in regard to academic operations. The associate dean for general studies, Ms. Annaliese Piraino, and program chairs assist her in the administration and implementation of academic programs and are allocated sufficient time and authority to assist with academic issues. 5.05 Is the time devoted to the administration of the educational programs sufficient? X Yes No 5.06 Is there a published policy on the responsibility and authority of faculty in academic governance? 5.07- Reviewed at AAC Is there evidence that this policy has been adopted and faculty members are aware of it? 5.08 X Yes No 5.09 Does the campus have any programs that carry specialized or programmatic accreditation? Yes No (Skip to question 5.10) Are the educational programs consistent with the campus mission and the needs of its students? 5.10 Yes □ No Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other 5.11interested parties such as advisory committees? X Yes No 5.12 What provisions are made for individual differences among students? Students with academic issues or concerns may request for tutoring by contacting faculty, program chairs or deans. Tutoring is conducted by both faculty and peers. A peer lead program called " Mid Term Math and Munchies" is a week long program that includes topics presented by guest instructors. Students may request tutoring informally or by completing a form located in the Learning Resource Center or in the cybercafé. Students may request previous college credit, credit by demonstrated knowledge, and military credit. In addition, students are offered the opportunity to enroll in online and hybrid classes. Program chairs meet one hour per week with students in hybrid classes to assist in content and operational issues. Specialized workshops are conducted on topics such as study skills, writing styles, and budgeting. Students with disabilities are encouraged to meet with the campus Student Disabilities Coordinator to discuss and/or learn about accommodations. The decision to utilize these services is voluntary and self disclosure with appropriate documentation is required. In the past several accommodations have been made at the campus. 5.13 Describe the system in place to evaluate, revise, and make changes to the curriculum. Curriculum evaluation, revision, and change involve instructors, administration, graduates, and advisory committees. The process can be informal through program chairs or deans or in a more formal approach utilizing the National Curriculum Committee (NCC). Curriculum development and revision is conducted under the guidance and oversight of the NCC. ITT corporate has a district chair for each program. Each district has one member on the NCC. The district committee holds scheduled conference calls to gain input from individual campuses and instructors. Each faculty member has access to the faculty collaboration portal to communicate with other instructors or corporate staff in the same field. ITT-Tarentum has three instructors that serve on the NCC. Ms. Annaliese Piraino, associate dean of general studies, serves on the General Education/Humanities, Social Sciences, and Composition committee, Mr. Damien Wiles serves on the Criminal Justice committee, and Mr. William Gano serves on the Information Technology committee. In addition, ITT has a policy where an instructor can add up to 20% additional course content to the prescribed course syllabus and outcomes. 5.14 Does the faculty participate in this process? XYes No

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5.15 -	Reviewed at AAC
5,16	If the institution awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres? Yes No No NA (institution does not award such credit) If Yes, is there appropriate documentation of the assessments of knowledge, skills, or competencies required? Yes No
5.17	Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved? ☑ Yes ☐ No
5.18	Are the following appropriate to adequately support the number and nature of the general education courses? (If only nondegree programs are offered with no general education courses, skip to 5.19) Facilities Yes No Instructional equipment Yes No Resources Yes No Personnel Yes No
5.19	Does the campus provide an environment for its faculty that is conducive to effective classroom instruction? ☑ Yes ☐ No
5.20	Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs? ☑ Yes ☐ No
5.21	Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws? Yes \sum No
5.22	Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors? \square Yes \square No
5.23	Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States? Yes No Not Applicable (no faculty members hold foreign credentials)
5.24	Is there documented evidence of a systematic program of in-service training at the campus? Yes No If Yes, how is this documented? Faculty sign an attendance sheet and receive an agenda at the inservice in which they participate. This information is transferred to their professional development plan and filed in their personnel folder. If a faculty member misses a meeting they are required to complete an e-campus course on the topic presented.
5.25	Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans? Yes \sum No
5.26	Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings? ☑ Yes ☐ No

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5.27	Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs? ☑ Yes ☐ No		
5.28	Are instructors of Accreditation C ✓ Yes No		as stated in the
5.31 -	Reviewed at AAC		
5.32 -	Reviewed at AAC		
5.33		-half of all courses that are part of each associate's degree program taught by faculty me sional degrees, or bachelor's degrees plus professional certification?	mbers who have graduate
6.	EDUCATION	AL FACILITIES	
6.01	situation and an ITT Technical I location in Tare Mall. The camp learning resourcentrance from the including access	ysical facility of the campus (include details such as campus location, square footage, digy other pertinent information). Institute, Tarentum opened in Monroeville, Pennsylvania in September 1996. The campus ntum in 2010. The campus is located at 100 Pittsburgh Mills Circle and utilizes space was occupies approximately 22,500 square feet of space housing classrooms, offices, a state center. The campus operates on the ground floor of the mall. The campus is spacious are parking lot area and an entrance into the mall. There is adequate parking for students as for disabled students to the main entrance to the campus. The configuration of the assignment student total enrollment, the administration staff, and the faculty.	is moved to its current ithin the Pittsburgh Hills udent lounge and a and well kept with an and staff with easy access
6.02	Does the campu ☐ Yes ⊠ No	s utilize any additional space locations?	
6.03	Does the campu ☐ Yes ☑ No	s utilize learning sites?	
6.04	Are all facilities programs offere ☑ Yes ☐ No		tudent population and the
6.05		al tools.	s (including additional
6.06		e on file to show that all institutional facilities are in compliance with fire, safety, and sa Not Applicable	unitation regulations?
7.	PUBLICATIO	DNS	
7.01	The catalog use	as used during the evaluation (please include the year, number, and volume if appropriate during the evaluation is the Tarentum, PA 2012 -2013 Volume 40 catalog, published on of 9/25/2012 - 9/25/2013	te)? on September 25, 2012 with

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ropriately printed and bound and provided to all enrolled students? ch the catalog is effective on the front page or cover page.
ch the catalog is effective on the front page or cover page.
ch the catalog is effective on the front page or cover page.
ch the catalog is effective on the front page or cover page.
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es the names of trustees, directors, and officers of the corporation.
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ich lists all qualifying credentials held along with the awarding institution and the
nen usis an quantying credentials beid along with the awarding institution and the
ments.
ments.
hat includes a statement of objective or purpose; an accurate and complete listing of
entifying number and title, the credit or clock hours awarded; the total credit or clock
y necessary requirements for certification, licensing, or registration needed to work
hat must be met to complete the curriculum.
and mast be met to complete the currentain.
includes the identifying number, title, credit or clock hours awarded, a concise
cessary prerequisites.
ready providence
t is consistent with the one that appears on the student transcript.
PP
titution does not award credit)
of satisfactory academic progress.
s, and/or degrees awarded along with a statement of the requirements necessary for
ther charges.
olarships offered
larships offered)
es offered.
he name and address of ACICS (may be in the student handbook instead of catalog).
pplicants only)
t end

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	∑ Yes No If Yes, does the catalog contain the following?
	 (a) An explanation of the course numbering system (for all levels). ∑ Yes ☐ No (b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and leak leak decrease and the second system.
	bachclor's degrees only). Yes No (c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only).
	 Yes ☐ No (d) Identification of courses that satisfy the upper-division (for bachelor's degrees only). Yes ☐ No
7.06	Does the institution offer courses and/or programs via distance education?
	Yes No (Skip to Question 7.07.)
	If Yes, does the catalog contain the following? (a) A description of each mode of delivery used for distance education courses. Yes No
	(b) Any additional or different admissions requirements for students taking distance education courses. ☐ Yes ☐ No ☐ Not Applicable (there are no additional or different admissions requirements)
	(c) A description of any tests used to determine access to distance education.
	 Yes □ No □ Not Applicable (no additional tests are given) (d) A description of the resources and equipment the students must have to avail themselves of distance education instruction. □ Yes □ No
	(e) Costs and fees associated specifically with distance education. Yes No Not Applicable (there are no additional costs and fees)
	If No for any item, insert the section number in parentheses and explain: While this campus does not offer courses and/or programs via distance education, the institution does offer online courses through their location in Carmel, Indiana.
7.07	Does the catalog contain an addendum/supplement? ☐ Yes ☒ No (Skip to Question 7.08.)
7.08	Is the catalog available online?
	 ✓ Yes ☐ No (Skip to Question 7.09.) If Yes, does it match the hard copy version? ✓ Yes ☐ No
7.09	Does the campus utilize a multiple-school catalog? ☐ Yes ☒ No (Skip to Question 7.10.)
7.10	Is all advertising and promotional literature, including the campus' Web site, truthful and dignified? ☐ Yes ☐ No
7.11	Is the correct name of the campus listed in all advertising, web postings and promotional literature? ☑ Yes ☐ No
7.12	Where does the campus advertise (publications, online, etc.)? The campus advertises on the internet, radio, direct mail and television. Are the advertisements under acceptable headings? ☐ Yes ☐ No
7.13	Does the campus use endorsements, commendations, or recommendations in its advertising? Yes No (Skip to Question 7.14.) If Yes, is there evidence that prior consent was obtained and that remuneration was not made for the consent or the use of the advertisement?

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☐ Yes ☒ No (Does the campus ☐ Yes ☒ No Is the phrase "for ☒ Yes ☐ No BRARY, IN:	utilize services funded by third parties? Skip to Question 7.15.) avoid offering monetary incentives to attract students or for failure in job placement? those who qualify" properly referenced in all advertising that mentions financial aid? Not Applicable (institution does not participate in financial aid) STRUCTIONAL RESOURCES, AND TECHNOLOGY	
☐ Yes ☒ No (Does the campus ☐ Yes ☒ No Is the phrase "for ☒ Yes ☐ No BRARY, IN:	Skip to Question 7.15.) avoid offering monetary incentives to attract students or for failure in job placement? those who qualify" properly referenced in all advertising that mentions financial aid? Not Applicable (institution does not participate in financial aid)	
☐ Yes ☑ No Is the phrase "for ☑ Yes ☐ No BRARY, IN:	those who qualify" properly referenced in all advertising that mentions financial aid? Not Applicable (institution does not participate in financial aid)	
Is the phrase "for ⊠ Yes □ No BRARY, INS	☐ Not Applicable (institution does not participate in financial aid)	
	STRUCTIONAL RESOURCES, AND TECHNOLOGY	
Does the campus		
Yes No	develop an adequate base of library resources?	
Does the campus ☑ Yes ☐ No	ensure access of library resources to all faculty and students, including students at nonma-	nin campuses?
		tegral part of the
Are adequate stat	ff provided to support the development, organization of the collection, and access of librar	ry resources?
Reviewed at AA Reviewed at AA	C C	
The 2012 budget	is \$4580.00. At the time of the visit, \$3580.00 had been spent for the campus portion for	the Virtual Library.
Is there evidence	that the faculty have major involvement in the selection of library resources?	
Are the library ho ☑ Yes ☐ No	ours adequate to accommodate the needs of all students?	
Reviewed at AA	C	
Is the Dewey De	cimal, Library of Congress, or other appropriate system of classification used to organize	the library materials?
Reviewed at AA	c	
and is evidence of	f student use documented?	essibility to the student
Reviewed at AA		
	Mate yes No Note the campus of the campus	Does the campus ensure access of library resources to all faculty and students, including students at nonma Yes No No Noes the campus provide training and support to faculty and students in utilizing library resources as an integrating process? Yes No Are adequate staff provided to support the development, organization of the collection, and access of library Yes No Reviewed at AAC Is there evidence that the faculty have major involvement in the selection of library resources? Yes No Reviewed at AAC Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize Yes No Reviewed at AAC If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accand is evidence of student use documented? Yes No Not Applicable (no interlibrary agreements) Reviewed at AAC

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8.21 Reviewed at AAC 8.22 Is documentation on file to reflect the librarian's participation in professional growth activities? X Yes No 8.23 Are the hours the library is open adequate to accommodate the needs of all students? X Yes ☐ No 8.24 Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning? Yes □ No PROGRAM EVALUATION Academic Associate Degree in Computer Drafting & Design 9.01 See response from AAC (a) See response from AAC (b) See response from AAC (c) See response from AAC (d) See response from AAC 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications? Ms. Babette Christman is the program chair of Drafting and Design. She holds an associate's degree in Mechanical Drafting and Design from Triangle Tech and a bachelor's degree in Accelerated General Studies from Point Park University. Both institutions are located in Pittsburgh, Pennsylvania. She has three years of profession related work experience and 22 years of teaching experience. Ms. Christman has served as the program chair since June, 2011. 9.03 Does this individual possess appropriate academic or experiential qualifications? Yes No 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)? X Yes No 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient? Yes No 9.06 Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas: (a) Student retention rate of 62% Yes No Not applicable (new branch only) (b) Student placement rate of 58% Yes □ No □ Not applicable (new branch only) Achievement outcomes for the Computer Drafting & Design program exceeded the standards during the 2011 CAR period. 9.07 List the community resources and how they are utilized to enrich the program(s). Community resources include a program specific advisory committee, field trips, design service to community clients, and profession related community activities. In addition to serving as program resources for local employment needs, the advisory committee which is scheduled to meet twice per year, participates in follow up surveys conducted by the national director of curriculum development. The data from these surveys are used to identify and justify curriculum revisions and enhancements. Field trips are used to reinforce topics discussed in class and provide the students the opportunity to develop profession related employment contacts. On occasion individuals or community groups may contact the program about generating design ideas prior to hiring professionals. This gives the students the opportunity to apply knowledge and skills to real projects. Students are sometimes organized to provide profession related community service. Supporting documentation and student interviews documented the following recent examples: a field trip that was available to all current CDD students visited Falling Water, which

is one of Frank Lloyd Wright's most famous houses; CD 140 Rapid Visualization provided house remodel ideas to home owners

after a visit to the site; CD 140 Rapid Visualization students volunteered for Habitat for Humanity service.

(d) Instructional contact hours/credits

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9.08 Are these resources sufficient? Yes □ No 9.09 Reviewed at AAC Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its 9.10 objectives? Yes □ No 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria? Yes No. (these elements are not part of the program or no student is far enough along in the program) Reviewed at AAC 9.12 Are independent studies used appropriately, and is there a signed contract that meets Council standards? 9.13 ☐ Yes ☐ No ☒ NA No students have been registered for independent study at the campus during 2012. 9.14 Reviewed at AAC 9.15 Are course prerequisites being followed? Yes □ No 9.16 Is an appropriately detailed syllabus on file for each course that includes: (a) Title and course descriptions X Yes No (b) Course numbers X Yes No (c) Course prerequisites and/or corequisites X Yes ☐ No

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	(e) Learning objectives ☐ Yes ☐ No
	(f) Instructional materials and references
	Yes No
	(g) Topical outline of the course
	⊠ Yes □ No
	(h) Instructional methods
	⊠ Yes □ No
	(i) Assessment criteria
	⊠ Yes □ No
	(j) Method of evaluating students
	⊠ Yes □ No
	(k) Date the syllabus was last reviewed
	⊠ Yes □ No
	(1) Out-of-class work assignments that support the learning objectives for the course
	☐ Yes ☐ No
	(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
	☐ Yes ⊠ No
	If No, insert the section number in parentheses, list the courses, and explain:
	(Section 3-1-513(a) and Glossary): Course syllabi do not include, as appropriate, out-of-class work assignments that support
	learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were included as any percent of the final grade.
9.17	Do students confirm that they receive a course syllabus and that it is followed? ☑ Yes ☐ No
9.18	Are the courses available when needed by the student in the normal pursuit of a program of study? Yes No
9.19	Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?
	∑ Yes No NA, (there have been no graduates)
	Note: The 2011 Campus Accountability Report (CAR) identifies 22 graduates from the Computer Drafting and Design program.
	The report on calls below is for the ten graduates who were reported as being placed directly in the field.
	How many calls to employers or graduates were attempted?
	There were ten calls made to employers.
	How many calls to employers or graduates were successful?
	There were six successful calls.
	How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as
	reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
	There were ten calls that confirmed the employment of the graduates as reported on the 2011 CAR.
£ :70 =	
9.20	Was documentation on file to verify graduates classified on the CAR as "not available for placement"? ☑ Yes ☐ No ☐ Not Applicable
9.21	Does the campus participate in Title IV financial aid?
7.21	Yes \(\sum \text{No (Skip to question 9.24)} \)
9.22	Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education's
	definition of a credit hour?
	If Yes, briefly describe the procedures.
	In the "Credit Hour" section on page 16 of the campus' 2012-2013 catalog, volume 40, the campus policy regarding homework is
	contained in the "Residence Courses" paragraph.

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9.23	Is there evidence that out-of-class work or the equivalency is being evaluated? Yes No Not Applicable (Clock hour programs only)	
	If Yes, briefly describe the documentation of evaluation viewed on site.	
	The "Course Outline" section of the syllabi includes assignments to be completed by students. The assign the lab portion of the classes, but generally require time outside of class as verified by both faculty and s graded and included as a percentage of the final grade, which is identified in the "Course Evaluation and G Samples of assignments were provided for review.	students. The assignments
9.24	Are the following appropriate to adequately support the number and nature of the program?	
3.43	(a) Facilities	
	⊠ Yes □ No	
	(b) Instructional equipment	
	⊠ Yes □ No	
	(c) Resources ⊠ Yes □ No	
	(d) Personnel	
	⊠ Yes □ No	
9.25 -	Reviewed at AAC	
9.27	Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation C qualifications academically and experientially appropriate to the subject matter they teach and the level \boxtimes Yes \square No	
9.28	Is the size of the faculty appropriate to the total student enrollment?	
9.29	Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of c	levelopment for the
	☐ Yes ☐ No ☐ NA, hiring responsibility is at AAC	
9.30	Are teaching loads reasonable?	
	⊠ Yes □ No	
9.38	Reviewed at AAC	
9.39	Reviewed at AAC	
9.40	Reviewed at AAC	
9.41	Is enrollment in the second academic year of the two-year program sufficient to support regularly sched. Yes No Not Applicable (no students in the second year)	uled classes?
9.42	Reviewed at AAC	
9.	PROGRAM EVALUATION	
	Academic Associate's degree in Visual Communication	
9.01	See response from AAC	
	(a) See response from AAC	
	(b) See response from AAC	
	(c) See response from AAC	
	(d) See response from AAC	
9.02	Who is assigned to administer the academic program(s), and what are this person's qualifications?	

9.03

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Ms. Babette Christman is program chair for the school of Drafting and Design at the ITT Tarentum campus. Ms. Christman has been at the campus for nine years and in the position of program chair for approximately 18 months. She holds an associate's degree in Mechanical Drafting from Triangle Tech University and a bachelor's degree in General Education from Point Park University, Previously, her professional background experience includes a nine year tenure as a faculty member at Pittsburgh Technical Institute as well as various employment as a draftsperson for engineering firms. She has training as well in Photoshop and 3D Studio Max. Ms. Christman oversees one part-time adjunct instructor, Mr. Anthony Careatti, who also serves as the current technical expert. Mr. Careatti holds a bachelor's degree in Media Arts and Animation from the Art Institute of Pittsburgh. Mr. Careatti specializes in teaching in the Visual Communications program in a variety of subjects including Rapid Visualization, Animation, Broadcast Graphics and 3D Modeling. He teaches on average two classes per quarter,

9.03	Does this individual possess appropriate academic or experiential qualifications? ☐ Yes ☐ No
9.04	Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)? Yes No
9.05	Are the time and resources devoted to the administration of the educational program(s) sufficient? ☐ Yes ☐ No
9.06	Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas: (a) Student retention rate of 62% Yes No Not applicable (new branch only) (b) Student placement rate of 58% Yes No Not applicable (new branch only) If No for either item or if the data is not available, does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard: Yes No If No insert section numbers 2-1-809, 3-1-512 and 3-1-111 in parentheses and explain: There were no graduates in the 2011 CAR.
9.07	List the community resources and how they are utilized to enrich the program(s). The greater Pittsburgh area lends to the students of the campus a varied potential of job opportunities and professional experience. The campus brings to the campus guest speakers for the program areas of design. The Visual Communications advisory board is includes professionals from the visual arts and design world. Students are offered the opportunity to volunteer with local community non profits. For example, students work with a local blood bank to develop a logo/t-shirt design which gives students the similar real world experience of organizing, developing and producing a design product for a typical client.
9.08	Are these resources sufficient? ☑ Yes ☐ No
9.09	Reviewed at AAC
9.10	Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives? ☑ Yes ☐ No
9.11	For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria? Yes No, (these elements are not part of the program or no student is far enough along in the program)
9.12	Reviewed at AAC
9.13	Are independent studies used appropriately, and is there a signed contract that meets Council standards?

9.21

Does the campus participate in Title IV financial aid?

Yes No (Skip to question 9.24)

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ACICS CENTRALLY CONTROLLED INSTITUTION (CCI) REEVALUATION - AAC RESPONSE VER. SEPT. 1, 2012 PAGE 24 OF 36 ☐ Yes ☐ No ☐ NA Reviewed at AAC 9.14 9.15 Are course prerequisites being followed? Yes No 9.16 Is an appropriately detailed syllabus on file for each course that includes: (a) Title and course descriptions X Yes ☐ No (b) Course numbers (c) Course prerequisites and/or corequisites X Yes No (d) Instructional contact hours/credits Yes No (e) Learning objectives X Yes ☐ No (f) Instructional materials and references Yes □ No (g) Topical outline of the course X Yes No (h) Instructional methods (i) Assessment criteria X Yes No (i) Method of evaluating students X Yes No (k) Date the syllabus was last reviewed (1) Out-of-class work assignments that support the learning objectives for the course Yes No (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments Yes No If No, insert the section number in parentheses, list the courses, and explain: (Section 3-1-513(a) and Glossary): Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percent of the final grade. 9.17 Do students confirm that they receive a course syllabus and that it is followed? X Yes No 9.18 Are the courses available when needed by the student in the normal pursuit of a program of study? 9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council? Yes No NA, (there have been no graduates) 9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"? Yes No Not Applicable

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VER.	SEPT. 1, 2012	ACICS CENTRALLY CONTROLLED INSTITUTION (CCI) REEVALUATION - AAC RESPONSE	PAGE 25 OF 36
9.22	definition of a c	is have written documentation of procedures for developing the application of the U.S. Diredit hour? Not Applicable (Clock hour programs only)	epartment of Education's
	In the "credit he	lescribe the procedures. our" section on page 16 of the campus' 2012-2013 catalog, volume 40, the campus policy "Credit Hour" paragraph.	regarding homework is
9.23		e that out-of-class work or the equivalency is being evaluated? Not Applicable (Clock hour programs only)	
	The team was p samples viewed	lescribe the documentation of evaluation viewed on site. resented with examples of homework and the corresponding grades for that particular pr by the team included photo image manipulation, compositing, illustration, color experin d design. These samples are further used for the construction of a portfolio.	
9.24	Are the following (a) Facilities Yes No (b) Instructions Yes No (c) Resources Yes No (d) Personnel Yes No	al equipment	
9.25 -	Reviewed at AAC		
9.27		nembers' qualifications meet the minimum requirements outlined in the Accreditation Cademically and experientially appropriate to the subject matter they teach and the level	
9.28	Is the size of the ⊠ Yes □ No	e faculty appropriate to the total student enrollment?	
9.29	program?	core of full- and part-time faculty employed to ensure sound direction and continuity of d NA, hiring responsibility is at AAC	evelopment for the
9.30	Are teaching lo ⊠ Yes □ No		
9,38 9,39 9,40	Reviewed at A Reviewed at A Reviewed at A	AC	
9,41		the second academic year of the two-year program sufficient to support regularly schedo Not Applicable (no students in the second year)	uled classes?
9.42	Reviewed at A	AC	
9.		EVALUATION ciate's degree in Criminal Justice	
9.01	See response fi	rom AAC	

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	(a) See response from AAC (b) See response from AAC (c) See response from AAC (d) See response from AAC
9.02	Who is assigned to administer the academic program(s), and what are this person's qualifications? Mr. Damian Wiles is the program chair for the School of Criminal Justice. He holds an associate's degree in Business Management from the Community College of Allegheny County and a bachelor's degree in Criminal Justice from Point Park University. Mr. Wiles holds several certifications in the criminal justice field. Mr. Wiles has served in various capacities in the legal community since 1988, including serving as a detective for the City of Pittsburg Police Department for five years. He has worked at this campus since 2007.
9.03	Does this individual possess appropriate academic or experiential qualifications? ☑ Yes ☐ No
9.04	Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)? ☑ Yes ☐ No
9.05	Are the time and resources devoted to the administration of the educational program(s) sufficient? ☑ Yes ☐ No
9.06	Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas: (a) Student retention rate of 62% Yes No Not applicable (new branch only) (b) Student placement rate of 58% Yes No Not applicable (new branch only)
9.07	List the community resources and how they are utilized to enrich the program(s). The team found evidence of the following guest speakers: Adult probation officer - Mr. Kenneth Walls, Allegheny County Sherriff - Mr. Jeff Sheldon, Allegheny County officer - Mr. Lee Temple, Allegheny County victim advocate - Ms. Michelle Whiting. The team found evidence of a field trip to Wecht Institute of Forensics. Also, the team found documentation, minutes and signatures for a Program Advisory Committee meeting earlier this year.
9.08	Are these resources sufficient? ☑ Yes ☐ No
9.09	Reviewed at AAC
9.10	Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives? ☑ Yes ☐ No
9.11	For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria? Yes No NA, (these elements are not part of the program or no student is far enough along in the program)
9.12	Reviewed at AAC
9.13	Are independent studies used appropriately, and is there a signed contract that meets Council standards? ☐ Yes ☐ No ☐ NA
9 14	Reviewed at AAC

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9.15	Are course prerequisites being followed? ☑ Yes ☐ No
9.16	Is an appropriately detailed syllabus on file for each course that includes: (a) Title and course descriptions Yes
9.17	Do students confirm that they receive a course syllabus and that it is followed? ☑ Yes ☐ No
9.18	Are the courses available when needed by the student in the normal pursuit of a program of study? ☑ Yes ☐ No
9.19	Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council? Yes No NA, (there have been no graduates) How many calls to employers or graduates were attempted? There were three calls made to employers. How many calls to employers or graduates were successful? There were two successful calls. How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations. There were two calls to employers that confirmed employment of the graduates as reported on the 2011 CAR.
9.20	Was documentation on file to verify graduates classified on the CAR as "not available for placement"? ☑ Yes ☐ No ☐ Not Applicable

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ACICS CENTRALLY CONTROLLED INSTITUTION (CCI) REEVALUATION - AAC RESPONSE PAGE 28 OF 36 VER. SEPT. 1, 2012 9.21 Does the campus participate in Title IV financial aid? X Yes No (Skip to question 9.24) 9.22 Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour? X Yes □ No Not Applicable (Clock hour programs only) If Yes, briefly describe the procedures. In the "credit hour" section on page 16 of the campus' 2012-2013 catalog, volume 40, the campus policy regarding homework is contained in the "Credit Hour" paragraph. 9.23 Is there evidence that out-of-class work or the equivalency is being evaluated? Not Applicable (Clock hour programs only) X Yes If Yes, briefly describe the documentation of evaluation viewed on site. The team found evidence that assignments were actually done outside of the classroom, graded and recorded in the gradebook. 9.24 Are the following appropriate to adequately support the number and nature of the program? (a) Facilities X Yes ☐ No (b) Instructional equipment (c) Resources (d) Personnel X Yes ☐ No 9.25 - Reviewed at AAC 9.27 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded? X Yes No Is the size of the faculty appropriate to the total student enrollment? 9.28 Yes No 9.29 Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program? 9.30 Are teaching loads reasonable? X Yes No Reviewed at AAC 9.38 9.39 Reviewed at AAC Reviewed at AAC 9.40 9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes? Yes No Not Applicable (no students in the second year) 9.42 Reviewed at AAC PROGRAM EVALUATION Academic Associate's Degree in Computer Network Systems 9.01

See response from AAC
(a) See response from AAC

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ACICS CENTRALLY CONTROLLED INSTITUTION (CCI) REEVALUATION - AAC RESPONSE VER. SEPT. 1, 2012 PAGE 29 OF 36 (b) See response from AAC (c) See response from AAC (d) See response from AAC 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications? Mr. William A. Gano is the chair of the School of Information Technology for the campus. Mr. Gano holds a bachelor's degree in Management and Computer Systems in Business from Ohio University, Athens, OH and a master of Business Administration from Wheeling Jesuit University, Wheeling, WV. He was originally hired as an instructor on December 2002, and was promoted to the program chair position on June 2010. Before joining the campus, he worked as an instructor and systems analyst at La Roche College, Pittsburgh, Pennsylvania. Does this individual possess appropriate academic or experiential qualifications? 9.03 X Yes ☐ No 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)? X Yes No 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient? X Yes No Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes 9.06 which meet or exceed the standards for the following areas: (a) Student retention rate of 62% Yes □ No □ Not applicable (new branch only) (b) Student placement rate of 58% Yes No Not applicable (new branch only) If No for either item or if the data is not available, does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard: X Yes No 9.07 List the community resources and how they are utilized to enrich the program(s). During the reporting period, the School of Information Technology (IT) invited a guest speaker from AC Miller, Blairsville, Pennsylvania on February 12, 2012. The students went to a field trip at Giant Eagle, Pittsburgh, PA and participated in community volunteering work at Computer Reach. At Computer Reach, IT students assembled, formatted, and installed open source software (Ubuntu) on donated computers. Being a nonprofit organization, Computer Reach donates these computers to developing countries. 9.08 Are these resources sufficient? Yes 9.09 Reviewed at AAC 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives? Yes No 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria? Yes No. (these elements are not part of the program or no student is far enough along in the program) Reviewed at AAC 9.12 Are independent studies used appropriately, and is there a signed contract that meets Council standards? 9.13

Yes No NA

If No, insert the section number in parentheses and explain:

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	No students were registered for independent study at the campus during 2012.
9.14	Reviewed at AAC
9.15	Are course prerequisites being followed? ⊠ Yes □ No
9.16	Is an appropriately detailed syllabus on file for each course that includes: (a) Title and course descriptions Yes
9.17	Do students confirm that they receive a course syllabus and that it is followed? ⊠ Yes □ No
9,18	Are the courses available when needed by the student in the normal pursuit of a program of study? ⊠ Yes □ No
9,19	Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council? Yes No NA, (there have been no graduates) How many calls to employers or graduates were attempted? There were 12 calls made to employers. How many calls to employers or graduates were successful? There were seven successful calls. How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations. There were seven calls that confirmed the employment of the employment of the graduates as reported on the 2011 CAR.

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ACICS CENTRALLY CONTROLLED INSTITUTION (CCI) REEVALUATION - AAC RESPONSE

9.20	Was documentation on file to verify graduates classified on the CAR as "not available for placement"? ☐ Yes ☐ No ☐ Not Applicable
9.21	Does the campus participate in Title IV financial aid? ⊠ Yes □ No (Skip to question 9.24)
9.22	Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour? Yes No Not Applicable (Clock hour programs only) If Yes, briefly describe the procedures. In the "credit hour" section on page 16 of the campus' 2012-2013 catalog, volume 40, the campus policy regarding homework is contained in the "Credit Hour" paragraph.
9.23	Is there evidence that out-of-class work or the equivalency is being evaluated? Yes No Not Applicable (Clock hour programs only) If No, insert the section number in parentheses and explain: There is no evidence that out-of-class work or the equivalency is being evaluated in all courses.
9.24	Are the following appropriate to adequately support the number and nature of the program? (a) Facilities Yes No (b) Instructional equipment Yes No (c) Resources Yes No (d) Personnel Yes No
9.25 -	Reviewed at AAC
9.27	Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded? Yes \sum No
9.28	Is the size of the faculty appropriate to the total student enrollment? ☐ Yes ☐ No
9.29	Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program? Yes No NA, hiring responsibility is at AAC
9.30	Are teaching loads reasonable? ☑ Yes ☐ No
9.38	Reviewed at AAC
9.39	Reviewed at AAC
9.40	Reviewed at AAC
9.41	Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes? Yes \sum No \sum Not Applicable (no students in the second year)
9.42	Reviewed at AAC

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9. PROGRAM EVALUATION

Academic Associate's Degree in Computer Electronics and Engineering Technology

9.01	See response from AAC (a) See response from AAC
	(b) See response from AAC
	(c) See response from AAC
	(d) See response from AAC
9.02	Who is assigned to administer the academic program(s), and what are this person's qualifications? Mr. Stephen J. DiGaudio is the chair of the School of Electronics Technology at ITT Technical Institute, Tarentum, Pennsylvannia. Mr. DiGaudio holds a bachelor 's degree in Electrical Engineering from Manhattan College, New York, NY. He was originally hired as an instructor on November 1999, and was promoted to chair on December 2011. Before joining ITT, he worked as a senior engineer at General Electric, Cincinnati, OH. He is certified in Computer Service Technician from Electronics Technicians Association International.
9.03	Does this individual possess appropriate academic or experiential qualifications? ☑ Yes ☐ No
9.04	Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?
9.05	
9.05	Yes No
9.06	Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas: (a) Student retention rate of 62%
	Yes No Not applicable (new branch only)
	(b) Student placement rate of 58%
	Yes No Not applicable (new branch only)
9.07	List the community resources and how they are utilized to enrich the program(s).
	The School of Electronics went on a field trip on August 9, 2012 to KDKA Radio (CBS affiliated), Pittsburgh, PA to observe state-of-the-art radio network. On April 23, 2012, the students went to Consolidated Communication, Gibsonia, PA, which enabled students to observe modern digital facilities and interacted with engineers and technicians on electronics related topics. Also, the School of Electronics conducted circuit building and soldering workshops on June 27, 2012 and August 1, 2012 respectively. And finally, on October 20, 2011, electronics students visited Converteam (GE) at Pittsburgh, PA, which allowed students to practically observed solar energy systems and industrial power inverter.
9.08	Are these resources sufficient? ☑ Yes ☐ No
9.09	Reviewed at AAC
9.10	Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives? ☑ Yes ☐ No
9,11	For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria? Yes No. No. No. (these elements are not part of the program or no student is far enough along in the program)
0.12	Reviewed at AAC

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ACICS CENTRALLY CONTROLLED INSTITUTION (CCI) REEVALUATION - AAC RESPONSE

9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards? ☐ Yes ☐ No ☒ NA No students were registered for independent study at the campus during 2012. 9,14 Reviewed at AAC 9.15 Are course prerequisites being followed? Is an appropriately detailed syllabus on file for each course that includes: 9.16 (a) Title and course descriptions Yes □ No (b) Course numbers (c) Course prerequisites and/or corequisites Yes No (d) Instructional contact hours/credits Yes □ No (e) Learning objectives Yes □ No (f) Instructional materials and references Yes No (g) Topical outline of the course (h) Instructional methods X Yes No (i) Assessment criteria X Yes No (j) Method of evaluating students (k) Date the syllabus was last reviewed For campuses participating in Title IV that have lecture courses in credit hour programs or clock-to-credit hour programs (1) Out-of-class work assignments that support the learning objectives for the course Yes No (m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments If No, insert the section number in parentheses, list the courses, and explain: (Section 3-1-513(a) and Glossary): Course syllabi do not include, as appropriate, out-of-class work assignments that support the learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percent of the final grade. 9.17 Do students confirm that they receive a course syllabus and that it is followed? X Yes No Are the courses available when needed by the student in the normal pursuit of a program of study? 9.18 9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council? Yes No NA. (there have been no graduates) How many calls to employers or graduates were attempted? There were seven calls made to employers. How many calls to employers or graduates were successful?

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	There were five successful calls.
	How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported
	on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
	There were five calls that confirmed the employment of the graduates as reported on the 2011 CAR.
9.20	Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
	☐ Yes ☐ No ☐ Not Applicable
9.21	Does the campus participate in Title IV financial aid?
	Yes No (Skip to question 9.24)
9.22	Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education's
	definition of a credit hour?
	Yes No Not Applicable (Clock hour programs only)
	If Yes, briefly describe the procedures. In the "credit hour" section on page 16 of the campus' 2012-2013 catalog, volume 40, the campus policy regarding homework is
	contained in the "Credit Hour" paragraph.
9.23	Is there evidence that out-of-class work or the equivalency is being evaluated?
	☐ Yes ☐ No ☐ Not Applicable (Clock hour programs only)
	If No, insert the section number in parentheses and explain:
	There is no evidence that out-of-class work or the equivalency is being evaluated in all courses.
9.24	Are the following appropriate to adequately support the number and nature of the program?
	(a) Facilities ☑ Yes ☐ No
	(b) Instructional equipment
	⊠ Yes □ No
	(c) Resources
	⊠ Yes □ No
	(d) Personnel Yes No
9.1	
9.25	Reviewed at AAC
9.27	Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their
	qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
	⊠ Yes □ No
9.28	Is the size of the faculty appropriate to the total student enrollment?
	⊠ Yes □ No
9.29	Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
0.20	Yes No NA, hiring responsibility is at AAC
9.30	Are teaching loads reasonable?
9.38	Reviewed at AAC
9.39	Reviewed at AAC Reviewed at AAC
9.40	Reviewed at AAC
9.41	Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
9.42	Reviewed at AAC

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ACICS CENTRALLY CONTROLLED INSTITUTION (CCI) REEVALUATION - AAC RESPONSE

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SUMMA1Y

The institution is not in compliance with the Accreditation Criteria in the following areas:

3-1-513(a) and	Most course syllabi do not clearly identify assignments as "homework" or
Glossary	"out-of-class" work that supports course learning objectives, do not include a
	statement describing how much time students are expected to spend on
	completion of assignments outside of class, and do not identify what
	percentage of the final course grade will be determined by performance on
	work completed outside of class time (pages 21, 24, 27, 30 & 34).



TYPE OF REPORT - REEVALUATION

ITT TECHNICAL INSTITUTE

7300 Boston Boulevard SPRINGFIELD, VA 22153

ACICS ID Code: 00019591

Dale Turner, Director (b)(6) @itt-tech.edu)

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Main

ITT Technical Institute Indianapolis, IN 46268 ACICS ID Code: 00016040

Dates of Visit (August 20-22, 2012)

Lonnie Echternacht	Chair - Mission, Organization, Admin., and Educ. Facilities	Prof. Emeritus of Business Educ., University of Missouri-Columbia	Columbia, MO
Jeffrey Bodimer	Relations with Students	Assistant Director of Compliance, Prospect Education	Reno, NV
Nick L. Tex	Educational Activities	Dept, Director-General Education Carrington College	Scottsdale, AZ
Thomas Phillips	Computer Netwk. Sys., Netwk. Sys. Admin., Info. Sys. Security, Info. Sys./Cybersecurity, and Project Mgt. Specialist	Retired Professor, Gibbs College (Livingston, NJ)	Tinton Falls, NJ
Harpal Dhillon	Electrical Engr./Comm. Tech., Electrical Engr. Tech., Comp./ Elect. Engr. Tech., Elect./Comm. Engr. Tech., and Project Mgt./Admin. Specialist	President, Intelligent Education Solutions, Inc.	Annandale, VA
Silvia Gimbutas	Computer Drafting/Design, Drafting/Design Tech., Visual Communications, and Construction Mgt. Specialist	Architect, Creative Design Builders and Instructor, Westwood College	Chicago, IL
Barry Phillips	Library and Digital Entertain- ment/Game Design Specialist	Art Director/Designer, PBS, NBC, and Showtime	Burleson, TX
Terry Campbell	Criminal Justice, Criminology/ Forensic Technology, and Paralegal Specialist	Professor, Kaplan University	Okeechobee, FL
Jennifer Newham	Publications	ACICS Accreditation Coordinator	Washington, DC

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PROGRAMS OFFERED BY ITT TECHNICAL INSTITUTE SPRINGFIELD, VIRGINIA

	APPROVED PROGRAM TITLE		Enroll: Full-	CAR Retention & Placement			
CREDENTIAL		Qtr.	time/ Part-	2011		2010	
EARNED		Hrs.	time	Ret.	Pla.	Ret.	Pla.
Associate of Applied Science Degree*	Computer Drafting and Design**	96	31/0	77.5	57.9	70.6	63.2
Associate of Applied Science Degree*	Computer and Electronics Engineering Technology**	96	44/1	72.5	80.0	77.3	63.3
Associate of Applied Science Degree*	Criminal Justice**	96	35/2	71.7	70.8	63.2	25.0
Associate of Applied Science Degree*	Information Technology- Computer Network Systems**	96	121/10	76.4	70.6	77.4	83.9
Associate of Applied Science Degree*	Paralegal Studies**	96	2/1	84.6	n/a		
Associate of Applied Science Degree*	Visual Communications**	96	16/1	75.2	22.2	75.2	60.0
Bachelor of Science Degree	Criminal Justice**	180	5/0	82.9	10.0	77.6	83.3
Bachelor of Science Degree	Construction Management**	180	12/0	94.1	37.5	83.3	100.0
Bachelor of Science Degree	Information Systems Security**	180	10/1	83.3	77.8	90.9	100.0
Bachelor of Science Degree	Project Management**	180	1/0	90.5	80.0	76.7	n/a
Bachelor of Science Degree	Electrical Engineering and Communications Technology**	180	30/1	-			
Associate of Applied Science Degree*	Electrical Engineering Technology	90	48/3	- 27	1.5		
Associate of Applied Science Degree*	Network Systems Administration	90	154/13	44	.55	45	
Associate of Applied Science Degree*	Drafting and Design Technology	90	27/4	8,2	1.2	5.5	150
Associate of Applied Science Degree*	Criminology and Forensic Technology	90	36/2				44
Bachelor of Science Degree	Project Management and Admin., Project Management Option	180	26/1		1.0		5.

Continued

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Bachelor of Science Degree	Electronics and Communications Engineering Technology	180	9/0	86.4	70.0	83.9	75.0
Bachelor of Science Degree	Information Systems and Cybersecurity	180	52/1		4.4		
Bachelor of Science Degree	Digital Entertainment and Game Design**	180	5/0	100.0	n/a	4.6	

TOTAL ENROLLMENT

705

Notes: Type in bold any retention rate below 60.0% and any placement rate below 65.0%.

*The associate of applied science degree is an academic associate's degree.

INTRODUCTION

ITT Technical Institute is owned and operated by ITT Educational Services, Inc. (ITT/ESI), a private college system focused on technology-oriented programs of study. ITT/ESI operates more than 140 ITT Technical Institutes in 38 states. ITT/ESI has been actively involved in the higher education community in the United States since 1969. The campus in Springfield, Virginia opened in March 2002. The Springfield, Virginia campus is currently divided into five schools--School of Information Technology, School of Electronics Technology, School of Drafting and Design, School of Business, and School of Criminal Justice--and is presently offering ten academic associate's degree programs and nine bachelor's degree programs.

The campus was well-prepared for the ACICS new grant visit and provided the team with a well-organized complete set of materials. The administration responded to the team's requests for additional materials and information and provided clarification and explanations when needed during the visit.

^{**}The program is currently being phased out on this campus.

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REPORT QUESTIONS

CAMPUS

1.	MISS	SION
	1.01	Response submitted by Academic Administrative Center (AAC)
	1.02	Response submitted by AAC
	1.03	Response submitted by AAC
	1.04	Response submitted by AAC
	1.05	Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?
		⊠ Yes □ No
	1.06	Is the campus committed to successful implementation of its mission?
		⊠ Yes □ No
INS	STITUT	TIONAL EFFECTIVENESS
	1.07	Does the campus have a current Campus Effectiveness Plan (CEP)?
		⊠ Yes □ No
	1.08	Does the campus have its own CEP, separate from the institution's IEP?
		⊠ Yes □ No
	1.09	Does the CEP describe the following?
		The characteristics of the programs offered.
		⊠ Yes □ No
		The characteristics of the student population.
		⊠ Yes □ No
		The types of data that will be used for assessment.
		⊠ Yes □ No
		Specific goals to improve the educational processes.
		⊠ Yes □ No
		Expected outcomes of the plans.
		⊠ Yes □ No
	1.10	Are the following five required elements evaluated in the CEP?
		Student retention.

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	⊠Yes □ No
	Student placement.
	Level of graduate satisfaction.
	Level of employer satisfaction.
	Student learning outcomes.
	⊠ Yes □ No
1.11	Describe the student learning outcomes used by the campus in each program and how these outcomes are being assessed.
	The data used to demonstrate student learning outcomes in the educational programs include information that supports the acquisition of appropriate skill sets, pertinent knowledge, and work-related attitudesverifying that student learning has occurred, value has been added, and preparation for employability has occurred. The data that is gathered and analyzed by the campus to assess outcomes include capstone course grades and outcomes assessment based or rubrics, results of mid-term and final course exams provided from a corporate generated curriculum and evaluation process, student success rates based or number of students who start and pass a course, student engagement level measured by student attendance and the ability to complete program courses and employer satisfaction indices.
1.12	Are the following identified and described in the CEP?
	The baseline data for each outcome.
	The data used by the campus to assess each outcome.
	How the data was collected.
	An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.

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1.13	Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability (previously referred to as AIR) Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?						
	⊠ Yes □ No						
1.14	Has the campus published specific activities that will be undertaken to meet placement and retention goals?						
	⊠ Yes □ No						
1.15	Describe the specific activities that the campus will undertake to meet these goals.						
	Retention activities include:						
	 Implement attendance best practices by monitoring instructor weekly engagement reports and average daily attendance. 						
	• Increase opportunities for students to develop a sense of community.						
	 Expand tutoring opportunities by increasing faculty office hours and peer mentors. 						
	 Increase the use of guest speakers and field trips to generate a higher level of student motivation. 						
	 Provide additional emphasis on effective teaching strategies, grade and attendance reporting, and student advisement during new instructor orientation. 						
	Placement activities include:						
	 Conduct reputation-building events to strengthen the campus' relationship to the community. 						
	 Increase the presence of employers on campus. 						
	 Create individual career plans for each graduate to ensure maximum engagement success. 						
1.16	Does the campus have documentation to show the following?						
	(a) That the IEP has been implemented.						
	⊠ Yes □ No						
	(b) That specific activities listed in the plan have been completed.						
	⊠ Yes □ No						
	(c) That periodic progress reports have been completed.						
	⊠ Yes □ No						
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1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee.

The director, Mr. Dale Turner, is ultimately responsible for implementation of the campus effectiveness plan (CEP). The director utilizes a CEP campus steering committee to collectively develop and implement the CEP. The CEP committee includes the director, dean, associate dean of general studies, director of finance, director of recruitment, director of career services, registrar, school chairs, faculty representatives from each school of study, and a student The director assumes the responsibility of coordinating, representative. organizing, and preparing the summary report of the plan. The CEP is reviewed at least quarterly and revised and updated annually.

1.18	Does the campus have documentation to show that the CEP is evaluated at least annually?						
	⊠ Yes □ No						
TA 41	COMMENTS						

GENERAL COMMENTS:

The campus is committed to an ongoing annual planning and campus effectiveness enhancement process. The CEP is appropriate for the Springfield, Virginia campus.

ORG	GANIZATION				
2.01	(a) Response submitted by AAC				
2.01	(b) Response submitted by AAC				
2.01	Is the following information regarding the campus appropriately stated in the catalog?				
	(c) Names of the administrators.				
	⊠ Yes □ No				
2.02	Does the campus:				
	(a) Adequately train its employees?				
	⊠ Yes □ No				
	(b) Provide them with constant and proper supervision?				
	⊠ Yes □ No				
	(c) Evaluate their work?				
	⊠ Yes □ No				
2.03	Is the administration of the campus efficient and effective?				
	⊠ Yes □ No				

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3.

	2.04	Does the campus maintain written documentation to show that faculty and staff members:
		(a) Clearly understand their duties and responsibilities?
		⊠ Yes □ No
		(b) Know the person to whom they report?
		⊠ Yes □ No
		(c) Understand the standards by which the success of their work is measured?
		⊠ Yes □ No
	2.05	Does the administration maintain documentation of the evaluation of the faculty and staff?
		⊠ Yes □ No
	2.06	Has the campus adopted a policy on academic freedom that has been communicated to the faculty?
		⊠ Yes □ No
	2.07	Does the campus have an appropriate grievance policy for faculty and staff?
		⊠ Yes □ No
	2.08	Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?
	2.09	Response submitted by AAC
GE	NERAI	COMMENTS:
		The departmental organization of the administrative functions with checks and balances promotes a spirit of cooperation and open communication. The organizational structure is appropriate.
	ADM	INISTRATION
	3.01	Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?
		⊠ Yes □ No
	3.02	Are all staff well trained to carry out administrative functions?
		⊠ Yes □ No

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3.03 Who is the on-site administrator, and what are this person's qualifications?

Mr. Dale Turner, director, is the on-site administrator of the Springfield, Virginia campus. He holds a bachelor of science in business administration degree with a major in Marketing from the University of Southwestern Louisiana located in Lafayette. Mr. Turner started with ITT in May 2009 as a campus director of recruitment in Alabama and was promoted to regional director of recruitment for nine months before assuming the director position at the Springfield campus in June 2012. Previously he worked in sales and management for approximately 15 years. Mr. Turner is qualified to serve as the on-site administrator.

	on-site administrator.					
3.04	Does the campus list degrees of staff members in the catalog?					
	⊠ Yes □ No					
	If Yes, is appropriate evidence of the degrees on file?					
	⊠ Yes □ No					
3.05	Is there evidence that the campus keeps adequate records to support the following administrative operations?					
	(a) Response submitted by AAC					
	(b) Admissions.					
	⊠ Yes □ No					
	(c) Response submitted by AAC					
	(d) Response submitted by AAC					
	(e) Guidance.					
	⊠ Yes □ No					
	(f) Instructional resources.					
	⊠ Yes □ No					
	(g) Supplies and equipment.					
	⊠ Yes □ No					
	(h) The school plant.					
	⊠ Yes □ No					
	(i) Faculty and staff.					
	⊠ Yes □ No					
	(j) Student activities.					
	⊠ Yes □ No					

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		(k) Student personnel.
		⊠ Yes □ No
	3.06	Response submitted by AAC
	3.11	Do student files contain evidence of graduation from high school or the equivalent?
		⊠ Yes □ No
	3.12	Are appropriate transcripts maintained for all students?
		⊠ Yes □ No
	3.13	Is the grading system fully explained on the transcript, and is it consistent with the grading system that appears in the campus catalog?
		⊠ Yes □ No
	3.14	Are student records protected from theft, fire, water damage, or other possible loss?
		⊠ Yes □ No
	3.15	Does the campus maintain transcripts for all students indefinitely?
		⊠ Yes □ No
	3.16	Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?
		⊠ Yes □ No
•	NERAL	COMMENTS:
		The administrative functions at the campus are coordinated to achieve the

GE

administrative functions at the campus are coordinated to achieve the educational mission. Records relative to administrative and academic operations are maintained appropriately.

4. RELATIONS WITH STUDENTS

FOR ALL PROGRAMS

- 4.01 How many student files were reviewed during the evaluation?
 - A sample of 50 student files was selected and reviewed by the team.
- 4.02 How does the institution ensure that its student relations reflect high ethical standards?
 - The ITT corporate office does an internal audit of the campus annually. Corporate policy and accreditation items are reviewed and the campus has received positive scores for the last audit.
- 4.03 Does the campus have appropriate admissions criteria?

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	⊠ Yes □ No			
4.04	Does the campus contract with third parties for admissions and recruiting purposes?			
	☐ Yes ⊠ No			
4.05	Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?			
	⊠ Yes □ No			
4.06	Response submitted by AAC			
4.07	Is the admissions policy publicly stated?			
	⊠ Yes □ No			
4.08	Is the admissions policy administered as written?			
	⊠ Yes □ No			
4.09	Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?			
	The admissions department is overseen by the director of recruitment, Ms. Ora Arthurton. She holds a bachelor of arts degree from Medgar Evers College Ms. Arthurton has been with ITT for five years and was recently promoted to director of recruitment in February 2012.			
4.10	Describe the process for the recruitment of new students.			
	Students learn about the campus through various lead sources such as television referrals, and direct mail. Students contact the campus and are invited to the facility for an interview. The interview process consists of additional questions to learn more about a student's needs and long-term goals. At the end of the interview and tour, if the student wishes to apply for admission, the student would take a timed assessment test. Once the student passes the entrance example the student meets with financial aid for an overview and to sign the enrollment agreement. Subsequent financial aid appointments are scheduled until the student begins to attend classes.			
	Are these recruiting practices ethical and compatible with the educational objectives of the institution?			
	⊠ Yes □ No			
4.11	Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?			
	(a) Courses and programs.			

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AUGUST 20-22, 2012	ACIC	S CENTRALLY CON	ITROLLED INSTITU	TION (CCI) REE	/ALUATION -	AAC RESPONSE	PA	GE 9 OF 62
	1 37							
X	Yes	∐ No						

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	(b) Services.
	⊠ Yes □ No
	(c) Tuition.
	⊠ Yes □ No
	(d) Terms.
	⊠ Yes □ No
	(e) Operating policies.
	⊠ Yes □ No
4.12	Does the institution use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?
	⊠ Yes □ No
	If Yes, is the name of the institution clearly identified, and is there evidence that the reason for usage of the name has been communicated to the student?
	⊠ Yes □ No
4.13	Does the state in which the campus operates require representatives to be licensed or registered?
	☐ Yes ⊠ No
4.14	Are the titles of recruitment and enrollment personnel appropriate?
	⊠ Yes □ No
4.15	Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?
	☐ Yes ⊠ No
4.16	Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?
	⊠ Yes □ No
4.17	Response submitted by AAC
4.18	Is there evidence that the campus properly awards transfer of credit?
4.19	Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another institution?
	⊠ Yes □ No

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4.21	Is the standards of satisfactory academic progress policy published in the catalog?						
	⊠ Yes □ No						
	If Yes, state the page number(s) where the standards of satisfactory academic progress policy is published?						
	The standards of the satisfactory academic progress policy are published in the current catalog on pages 70-74.						
4.22	Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?						
	(a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.						
	⊠ Yes □ No						
	(b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.						
	⊠ Yes □ No						
	(c) Procedures for re-establishing satisfactory academic progress.						
	⊠ Yes □ No						
	(d) A definition of the effects of the following on the CGPA and successful course-completion percentage:						
	Withdrawals.						
	⊠ Yes □ No						
	Incomplete grades.						
	⊠ Yes □ No						
	Repeated courses.						
	⊠ Yes □ No						
	Non-punitive grades.						
	Non-credit or remedial courses,						
	Yes No Not Applicable (institution does not offer)						
	A probationary period.						
	⊠ Yes □ No						
	An appeal process.						

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	X Yes	☐ No	
	An exten	ded-enroll	ment status.
	Yes	☐ No	Not Applicable (institution does not offer)
	The effec	t when a s	student changes programs.
	⊠ Yes study	□ No	Not Applicable (institution only offers one program of
	The effec	t when a s	student seeks to earn an additional credential.
	X Yes	☐ No	☐ Not Applicable (institution only offers one credential)
	The impl	ications of	f transfer credit.
	X Yes	☐ No	
4.23	Does the	campus aj	pply its SAP standards consistently to all students?
	X Yes	☐ No	
4.24	Are stude notified?	ents who a	re not making satisfactory academic progress properly
	X Yes	☐ No	☐ Not Applicable (no students are in violation of SAP)
4.25			t the end of each academic year or at 50% of the normal he program is one academic year in length or shorter?
	X Yes	☐ No	
4.26	subseque	nt academ	t the end of the second academic year and at the end of each ic year where students must have a minimum CGPA of 2.0 its equivalent?
	X Yes	☐ No	☐ Not Applicable (all programs are one year or less)
4.27		ents who a d year dis	re not making satisfactory academic progress at the end of missed?
	X Yes	☐ No	☐ Not Applicable (all programs are less than two years)
4.28			quantitative components evaluated cumulatively for all t's enrollment?
	X Yes	☐ No	
4.29	Are stude	ents allowe	ed to remain on financial aid during the probationary period?
	Yes financial	No aid)	Not Applicable (institution does not participate in
	If Yes, is	the stude	nt informed of this policy?
	X Yes	□ No	

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4.30 Are students whose appeals are granted due to mitigating circumstances placed on probation and considered to be making satisfactory academic progress? X Yes No 4.31 Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances? Yes No Not Applicable (institution does not have extended enrollment and/or does not participate in financial aid) 4.32 Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length? No Not Applicable (institution does not have extended Yes enrollment) 4.33 For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived? Yes Not Applicable (there is no such student) 4.34 Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs? X Yes No 4.35 Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications? Ms. Paula Cherry is the dean for the Springfield, Virginia campus. She has been with ITT for more than four years and has held various positions, including finance, registrar, and professor. Ms. Cherry has earned an associate's degree in general studies, a bachelor's degree in business administration, and a master of business administration degree from Strayer University. She is currently working on her doctorate of business administration degree at Argosy University. She has completed many continuing education training sessions from ITT corporate related to the satisfactory academic progress policy and improvement of instructional strategies. 4.36 Does the institution encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs? X Yes No 4.37 Response submitted by AAC 4.38 Does the institution fully disclose the terms, conditions, and application procedures regarding institutional scholarship and grant programs in its catalog? X Yes No Not Applicable (institution offers loans only) 750 First Street, NE, Suite 980 • Washington, DC 20002-4223 • t - 202.336.6780 • f - 202.842.2593 • www.acics.org

4.39	Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?						
	⊠ Yes □ No						
4.40	Do the financial records of students clearly show the following?						
	(a) Charges.						
	⊠ Yes □ No						
	(b) Dates for the posting of tuition.						
	⊠ Yes □ No						
	(c) Fees.						
	⊠ Yes □ No						
	(d) Other charges.						
	⊠ Yes □ No						
	(e) Payments.						
	⊠ Yes □ No						
	(f) Dates of payment.						
	⊠ Yes □ No						
	(g) The balance after each transaction.						
	⊠ Yes □ No						
4.41	Are tuition and fees clearly stated on the enrollment agreement or in the catalog?						
	⊠ Yes □ No						
	If Yes, have students confirmed receiving a copy of the catalog or enrollment agreement (if one is used)?						
4.42	Is the effective date listed on announcements of changes in tuition and fees?						
	Yes No Not Applicable (institution has not changed tuition or fees)						
4.43	Is the institution's refund policy published in the campus catalog?						
	⊠ Yes □ No						
4.44	Is the refund policy fair, equitable, and applicable to all students?						
	⊠ Yes □ No						
4.45	Is the campus following its stated refund policy?						
	⊠ Yes □ No						
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4.46	Does the campus offer financial aid?
	Yes No (Skip to Question 4.53.)
4.47	Who is responsible on-site for administering student financial aid, and what are this person's qualifications?
	Mr. Petros Yoseif is responsible for the on-site administering of student financial aid. Mr. Yoseif has been with ITT for four years. He has a bachelor of science degree in Computer Science: Concentration in Software Engineering from Grambling State University. Mr. Yoseif is supported by five financial aid administrators. He has participated in training session conducted by the corporate office on financial aid matters and has attended various campuses to participate in special training sessions.
4.48	Is the person who determines the amount of student awards not also responsible for disbursing those awards?
	⊠ Yes □ No
4.49	Are final student financial aid award determinations made by administrative individuals who are not responsible for recruitment?
	⊠ Yes □ No
4.50	Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on procedures and changes in the field?
	⊠ Yes □ No
4.51	Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate memberships in professional organizations held by this individual).
	The ITT home office provides systematic training to the campuses with relation to new regulations and policy changes in financial aid.
4.52	Is there evidence that the financial aid administrator regularly participates in professional awareness activities?
	⊠ Yes □ No
4.53	Does the campus provide discounts for cash received in advance of the normal payment schedule?
	Yes No (Skip to Question 4.54.)
4.54	Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.
	The campus offers various forms of student services to students. These include academic tutoring, peer guidance/advisement, student clubs, new student orientation, transportation assistance, and career services.

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4,55	Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?
4.56	Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?
	Ms. Angel Harriott is the director of career services and has been with ITT since February 2012. Ms. Harriott has worked in various career services positions for the last six years. She holds a bachelor's degree in Psychology from Howard University and a master's degree in Counseling from Bowie State University.
4.57	Does the institution offer employment assistance to all students?
	Yes No Not Applicable (institution enrolls only international students on a student visa)
4.58	Does the campus use placement percentages or salary projections as part of its recruiting activities?
	⊠ Yes □ No
	If Yes, explain:
	The campus uses program disclosures to inform students about placement and salary information for each program. The students sign that they have received the information electronically and the documentation is available in each student's file.
	If Yes, does the campus maintain the required data on its graduates and nongraduates?
	⊠ Yes □ No
4.59	Is the beginning enrollment on the most current Campus Accountability Report (CAR, previously referred to as the AIR) the same as the ending enrollment reported on the previous year's CAR?
	☐ Yes ⊠ No
	If No, insert "Section 3-1-303(a)" in parentheses and explain:
	(Section 3-1-303(a)): The campus provided copies of the 2010 AIR and the 2011 CAR. The 2010 AIR showed 951 as the ending enrollment and the 2011 CAR reported 949 as the beginning enrollment.

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5.

4.60 Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council? No. Not Applicable Yes If No, insert "Section 3-1-303(a)" in parentheses and explain: (Section 3-1-303(a)): The 2010 AIR showed 951 as the ending enrollment and the 2011 CAR reported 949 as the beginning enrollment. 4.61 Are students who receive financial aid counseled concerning their student loan repayment obligations? No X Yes 4.62 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations. Students receive entrance counseling during their enrollment process. 4.63 Describe the extracurricular activities of the institution (if applicable). Students have opportunities to participate in field trips, hear guest speakers, and access the following professional student organizations: Student Council, National Technical Honor Society (NTHS), IT Club, Student Veterans of America, ET Club, Design and Drafting Club, and CJ Fraternity. EDUCATIONAL ACTIVITIES FOR ALL PROGRAMS 5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws? X Yes No 5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications? Ms. Paula Cherry is the campus dean and is responsible for overseeing the educational activities of all programs. Ms. Cherry is assisted by program chairs who report directly to her, including program chairs for criminal justice, drafting and design, electronics technology, and information technology. Ms. Cherry started with ITT in 2008 as a campus registrar and was promoted in 2010 to campus dean. Ms. Cherry holds three degrees from Strayer University: an associate's degree in general studies and bachelor's and master's degrees in business administration. Currently, Ms. Cherry is enrolled in a doctorate of

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methodologies and leadership skills.

business administration program from Argosy University. Additionally, Ms. Cherry has numerous documented continuing education credits in teaching

5.03	Does this person have appropriate academic or experiential qualifications?
	⊠ Yes □ No
5.04	Describe how the institution makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs.
	The program chairs report directly to the campus dean, Ms. Paula Cherry. Ms. Cherry reports to the campus director, Mr. Dale Turner. This chain of command structure allows program administrators to have sufficient authority and responsibility for the development and administration of their individual programs.
5.05	Is the time devoted to the administration of the educational programs sufficient?
	⊠ Yes □ No
5.06	Is there a published policy on the responsibility and authority of faculty in academic governance?
	⊠ Yes □ No
5.07	Response submitted by AAC
5.08	Is there evidence that this policy has been adopted and faculty members are aware of it?
	⊠ Yes □ No
5.09	Does the campus have any programs that carry specialized or programmatic accreditation?
	Yes No (Skip to question 5.10)
5.10	Are the educational programs consistent with the campus mission and the needs of its students?
	⊠ Yes □ No
5.11	Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?
	⊠ Yes □ No
5.12	What provisions are made for individual differences among students?
	The campus provides several different types of provisions for individual differences among students. These provisions begin during the student's admission process. Prior to admission, students may ask to have their prior college transcripts reviewed for possible acceptance of transfer credits in lieu of retaking a related course. In addition, prior to admission students may request they be granted credit for prior knowledge or competency in specific areas. The

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student must demonstrate such knowledge or skills by completing a proficiency examination and/or a project acceptable to the campus.

Once students have begun taking classes, provisions are made to facilitate both the under-achieving and exceptional students. Under-achieving students are advised by an individual faculty member and their respective program chair. Based on a determination of the student's needs, specific tutoring is then recommended. Tutoring is scheduled through the learning resource center. Exceptional students are encouraged by their instructors to complete extra assignments and to assist/tutor other students. Students with learning disabilities are accommodated based on their individual needs.

5.13 Describe the system in place to evaluate, revise, and make changes to the curriculum.

Regularly scheduled faculty meetings are held along with regularly scheduled departmental faculty meetings and program advisory committee meetings. At these meetings the curriculum is discussed and recommendations are made for changes. Recommendations are presented to the local campus curriculum committee and are then forwarded to the corporate curriculum committee for consideration.

Additionally, all faculty members have access to the faculty collaboration online portal. Faculty members may make curriculum recommendations on a 24 x 7 basis through this portal.

5.14	Does the faculty participate in this process?		
	⊠ Yes □ No		
5.15	Response submitted by AAC		
5.16	If the institution awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?		
	Yes No N/A (institution does not award such credit)		
	If Yes, is there appropriate documentation of the assessments of knowledge, skills, or competencies required?		
	⊠ Yes □ No		
5.17	Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?		
	⊠ Yes □ No		
5.18	Are the following appropriate to adequately support the number and nature of the general education courses? (If only nondegree programs are offered with no general education courses, skip to 5.19)		

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	Facilities.		
	⊠ Yes □ No		
	Instructional equipment.		
	⊠ Yes □ No		
	Resources.		
	⊠ Yes □ No		
	Personnel.		
	⊠ Yes □ No		
5.19	Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?		
	⊠ Yes □ No		
5.20	Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?		
	⊠ Yes □ No		
5.21	Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?		
	⊠ Yes □ No		
5.22	Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?		
	⊠ Yes □ No		
5.23	Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?		
5.24	Is there documented evidence of a systematic program of in-service training at the campus?		
	⊠ Yes □ No		
	If Yes, how is this documented?		

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Each faculty member's personnel record states the dates of attendance at inservice training. Also, an annual schedule of planned in-service training activities was reviewed by the team. 5.25 Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans? X Yes No 5.26 Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings? X Yes No 5.27 Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs? X Yes No FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY Are instructors teaching general education courses assigned in keeping with the 5.28 minimum requirements as stated in the Accreditation Criteria? X No Yes If No, insert the section number in parentheses, list faculty names, degrees, and courses, and explain: (Sections 3-4-302 and 3-5-302): Ms. Tamala Jones is currently teaching the GE175 American government course. As noted in the syllabus, this general education course covers such topics as the development and foundations of the constitution; the organization and function of the federal government including the legislative, executive, and judicial branches; political parties; the electoral process; and the relationship between states and the federal government. Ms. Jones holds an associate's degree in Social Behavioral Science from Mt. San Jacinto Community College, a bachelor's degree in Sociology/Social Work from California State University, and a master's degree in Public Administration from California State University. Ms. Jones does not hold a degree or 18 semester credit hours in the subject being taught. FOR ACADEMIC ASSOCIATE'S DEGREES ONLY 5.31 Response submitted by AAC 5.32 Response submitted by AAC 5.33 Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification? X Yes No 750 First Street, NE, Sulte 980 • Washington, DC 20002-4223 • t - 202.336.6780 • f - 202.842.2593 • www.acics.org

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FOR BACHELOR'S DEGREES ONLY

- 5.34 Response submitted by AAC
- 5.35 Response submitted by AAC
- 5.36 Are at least one-half of all lower-division subjects and all upper-division courses that are part of the bachelor's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?

	1000
Van	NI
Yes	 No

6. **EDUCATIONAL FACILITIES**

(c) Machinery.

No

X Yes

Describe the physical facility of the campus (include details such as campus 6.01 location, square footage, distribution of space, parking situation and any other pertinent information).

The campus is located at 7300 Boston Boulevard in Springfield, Virginia and consists of a 32,000 square foot one-story dedicated building. The facility contains work environments for administrative offices devoted to finance, recruitment, career services, and academic operations. A bookstore, an employee lounge, testing rooms, and a conference room are also available. The main student areas are comprised of 8 labs, 11 theory class rooms, a student lounge, and a learning resource center. Parking is available for students, staff, and visitors. The facility is well maintained and environmentally pleasing

	and visitors. The facility is wen manualited and environmentarry pleasing.		
6.02	Does the campus utilize any additional space locations?		
	☐ Yes ⊠ No		
6.03	Does the campus utilize campus additions?		
	☐ Yes ⊠ No		
6.04	Are all facilities (including additional space and campus additions) appropriate for the size of the student population and the programs offered?		
	⊠ Yes □ No		
6.05	Are the following appropriate to support the student population and the programs offered at all locations (including additional space and campus additions)?		
	(a) Equipment.		
	⊠ Yes □ No		
	(b) Instructional tools.		
	⊠ Yes □ No		

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	6.06	Is there evidence on file to show that all campus facilities are in compliance with fire, safety, and sanitation regulations?
7.	PUB	LICATIONS
201	7.01	What catalog was used during the evaluation (please include the year, number, and volume if appropriate)?
		The catalog used during the team visit was the 2012-2013 version, volume 31, published on August 3, 2012, with an effective date of August 3, 2012 to August 3, 2013.
	7.02	Does the self-study accurately portray the campus?
		⊠ Yes □ No
	7.03	Does the campus publish a catalog that is appropriately printed and bound and provided to all enrolled students?
		⊠ Yes □ No
	7.04	Does the catalog contain the following items?
		(a) A table of contents and/or an index.
		⊠ Yes □ No
		(b) An indication of the year or years for which the catalog is effective on the front page or cover page.
		⊠ Yes □ No
		(c) The names and titles of the administrators.
		⊠ Yes □ No
		(d) A statement of legal control which includes the names of trustees, directors, and officers of the corporation.
		⊠ Yes □ No
		(e) A statement of accreditation
		Yes No Not Applicable (initial applicant)
		(f) A mission statement.
		⊠ Yes □ No
		(g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.
		⊠ Yes □ No

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(h) An academic calendar. X Yes No (i) A full disclosure of the admission requirements. X Yes No (j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum. X Yes No (k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites. X Yes No (1) An explanation of the grading system that is consistent with the one that appears on the student transcript. X Yes No (m) A definition of the unit of credit. X Yes Not Applicable (The institution does not award credit) (n) A complete explanation of the standards of satisfactory academic progress. X Yes No (o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each. Yes No (p) The transfer of credit policy. X Yes No (q) A statement of the tuition, fees, and any other charges. X Yes No (r) A complete and accurate listing of all scholarships offered. X Yes No Not Applicable (no scholarships offered) (s) The refund policy. X Yes No

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	(t) A state	ement describing the student services offered.			
	X Yes	□ No			
		dent grievance policy that includes the name and address of ACICS be in the student handbook instead of catalog).			
	X Yes	☐ No ☐ Not Applicable (initial applicants only)			
7.05	Does the	institution offer degree programs?			
	X Yes	□ No			
	If Yes, de	oes the catalog contain the following?			
	(a) An ex	planation of the course numbering system (for all levels).			
	X Yes	□ No			
		ification of courses that satisfy general education requirements (for pational associate's, academic associate's, and bachelor's degrees only).			
	X Yes	□ No			
		(c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only).			
	X Yes	□ No			
		fication of courses that satisfy the upper-division (for bachelor's es only).			
	X Yes	□ No			
7.06	Does the	institution offer courses and/or programs via distance education?			
	Yes	No (Skip to Question 7.07.)			
7.07	Does the	Does the catalog contain an addendum/supplement?			
	X Yes	☐ No (Skip to Question 7.08.)			
	If Yes, is it appropriate?				
	X Yes	□ No			
7.08	Is the cat	alog available online?			
	X Yes	☐ No (Skip to Question 7.09.)			
	If Yes, does it match the hard copy version?				
	X Yes	□ No			
7.09	Does the	campus utilize a multiple-school catalog?			
	X Yes	No (Skip to Question 7.10.)			

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7.10	Is all advertising and promotional literature, including the campus' Web site, truthful and dignified?		
	⊠ Yes □ No		
7.11	Is the correct name of the campus listed in all advertising, web postings and promotional literature?		
	⊠ Yes □ No		

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8.

7.12	Where does the campus advertise (publications, online, etc.)?
	The ITT Technical Institute campus advertises on television, radio, and the internet. The campus also utilizes direct mailers and flyers to send information to prospective students.
	Are the advertisements under acceptable headings?
	⊠ Yes □ No
7.13	Does the campus use endorsements, commendations, or recommendations in its advertising?
	Yes No (Skip to Question 7.14.)
	If Yes, is there evidence that prior consent was obtained and that remuneration was not made for the consent or the use of the advertisement?
	⊠ Yes □ No
7.14	Does the campus utilize services funded by third parties?
	Yes No (Skip to Question 7.15.)
7.15	Does the campus avoid offering monetary incentives to attract students or for failure in job placement?
	⊠ Yes □ No
7.16	Is the phrase "for those who qualify" properly referenced in all advertising that mentions financial aid?
	Yes No Not Applicable (institution does not participate in financial aid)
	RARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY PROGRAMS
8.01	Does the campus develop an adequate base of library resources? ☑ Yes ☐ No
8.02	Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses?
	⊠ Yes □ No
8.03	Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process?
	⊠ Yes □ No
8.04	Are adequate staff provided to support the development, organization of the collection, and access of library resources?
	⊠ Yes □ No
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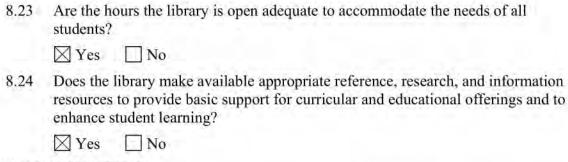
8.05	Response submitted	by	AAC
0.00	reoponoe suchmere		1 41 4

Response submitted by AAC 8.06

FOR

RACA	DEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY
8.07	Response submitted by AAC
8.08	Response submitted by AAC
8.09	What portion of the current year's library budget has been spent and how has the money been allocated?
	The current annual budget for the library is \$10,935 with \$6,430 having been spent thus far this year. The breakdown of expenditures for this year is as follows: virtual library - \$6,020, memberships - \$210, and publications - \$200.
8.10	Is there evidence that the faculty have major involvement in the selection of library resources?
	⊠ Yes □ No
8.11	Are the library hours adequate to accommodate the needs of all students?
	⊠ Yes □ No
8.12	Response submitted by AAC
8.13	Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?
	⊠ Yes □ No
8.14	Response submitted by AAC
8.15	If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?
	☐ Yes ☐ No ☒ Not Applicable (no interlibrary agreements)
8.16	Response submitted by AAC
8.17	Response submitted by AAC
8.18	Response submitted by AAC
8.19	Response submitted by AAC
8.21	Response submitted by AAC
8.22	Is documentation on file to reflect the librarian's participation in professional growth activities?
	✓ Ves □ No

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GENERAL COMMENTS:

The learning resource center at the campus depends largely on its online resources and research materials. Among the reference resources available are Books 24/7, Reference USA, and Epsco Host. The team found that on-shelf periodicals and books were sufficient. At present, the on-site full-time librarian, Mr. Michael Andrews, is out on an extended medical leave. In his absence, Ms. Anna Nowak, library assistant, is managing the local aspects of the library.

9. PROGRAM EVALUATION

Bachelor of Science Degree in Criminal Justice,

Associate of Applied Science Degree in Criminal Justice,

Associate of Applied Science Degree in Criminology and Forensic Technology, and

Associate of Applied Science Degree in Paralegal

FOR ALL PROGRAMS

9.01

- Response submitted by AAC

 (a) Response submitted by AAC
- (b) Response submitted by AAC
- (c) Response submitted by AAC
- (d) Response submitted by AAC
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Dr. Michael Mounts is the criminal justice and paralegal chair. He began his ITT career in 2010 and holds a bachelor of science degree in Political Science from Concord College, West Virginia; master of arts degree in Criminal Justice Leadership from Marshall University, West Virginia; and a juris doctorate degree from the Appalachian School of Law, Virginia. Dr. Mounts is retired from the U.S. Army and brings to the campus an extensive military background along with investigative and protection agency experience.

9.03 Does this individual possess appropriate academic or experiential qualifications?

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	⊠ Yes □ No
9.04	Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?
	⊠ Yes □ No
9.05	Are the time and resources devoted to the administration of the educational program(s) sufficient?
	⊠ Yes □ No
9.06	Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:
	(a) Student retention rate of 62%
	(b) Student placement rate of 58%
	Yes No Not applicable (new branch only)
	If No for either item or if the data is not available, does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard:
	⊠ Yes □ No
	Note: The placement rate for the bachelor's program in Criminal Justice is below 58%.
9.07	List the community resources and how they are utilized to enrich the program(s).
	The criminal justice and paralegal programs utilized the following community resources: program advisory committee, field trips, guest speakers, and career fairs. Some of the fieldtrips used included Drug Enforcement Agency, Fairfax County police and courthouse, and Regional Criminal Justice Academy. Some guest speakers utilized included a probation supervisor, an investigation specialist, protection agencies, and an attorney. Student learning was enhanced by gaining first-hand knowledge and practical experiences from these activities. The team reviewed documentation to verify this information.
9.08	Are these resources sufficient?
	⊠ Yes □ No
9.09	Response submitted by AAC
9.10	Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
	⊠ Yes □ No
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For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria? No N/A (these elements are not part of the program or no student is far enough along in the program) Note: While the team was onsite there were no criminal justice and paralegal students enrolled in externships. 9.12 Response submitted by AAC 9.13 Are independent studies used appropriately, and is there a signed contract that meets Council standards? □ No ⊠ N/A Yes 9.14 Response submitted by AAC 9.15 Are course prerequisites being followed? X Yes No 9.16 Is an appropriately detailed syllabus on file for each course? X Yes No Do students confirm that they receive a course syllabus and that it is followed? 9.17 X Yes No 9.18 Are the courses available when needed by the student in the normal pursuit of a program of study? X Yes No 9.19 Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council? X Yes No N/A (there have been no graduates) (a) How many calls to employers or graduates were attempted? The following number of calls was made to employers for the following programs: Academic associate's degree in Criminal Justice - 3 Bachelor's degree in Criminal Justice - 1 There were no graduates in the academic associate's degree in Criminology and Forensics Technology and the academic associate's degree in Paralegal programs during the 2011 CAR reporting period.

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	(b) How many calls to employers or graduates were successful?
	The following number of calls, by program, was successful: Academic associate's degree in Criminal Justice - 2 Bachelor's degree in Criminal Justice - 1
	(c) How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
	All of the calls where contact was made confirmed the employment of the graduates as reported on the 2011 CAR.
9.20	Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
9.21	Are the following appropriate to adequately support the number and nature of the program?
	(a) Facilities
	⊠ Yes □ No
	(b) Instructional equipment
	⊠ Yes □ No
	(c) Resources
	⊠ Yes □ No
	(d) Personnel
	⊠ Yes □ No
9.22	Response submitted by AAC
ACA	DEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY
9.24	Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
	⊠ Yes □ No
9.25	Is the size of the faculty appropriate to the total student enrollment?
	⊠ Yes □ No
9.26	Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
	Yes No NA, hiring responsibility is at AAC
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9.27	Are teaching loads reasonable?
	⊠ Yes □ No
FOR ACAI	DEMIC ASSOCIATE'S DEGREES ONLY
9.35	Response submitted by AAC
9.36	Response submitted by AAC
9.37	Response submitted by AAC
9.38	Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
	Yes No Not Applicable (no students in the second year)
9.39	Response submitted by AAC
FOR BACI	HELOR'S DEGREES ONLY
9.40	Response submitted by AAC
9.41	Response submitted by AAC
9.42	Response submitted by AAC
9.43	Response submitted by AAC
9.44	Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
	Yes No N/A (no students in the third and fourth years)
9.45	Response submitted by AAC
GENERAL	COMMENTS:
	The criminal justice programs have an active American Criminal Justice Association (ACJA) club, and members are involved in various volunteer activities.

PROGRAM EVALUATION

Associate of Applied Science Degree in Computer Drafting and Design,

Associate of Applied Science Degree in Drafting and Design Technology,

Associate of Applied Science Degree in Visual Communications, and

Bachelor of Science Degree in Construction Management

FOR ALL PROGRAMS

- 9.01 Response submitted by AAC
 - (a) Response submitted by AAC
 - (b) Response submitted by AAC

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	(c) Response submitted by AAC		
	(d) Response submitted by AAC		
9.02	Who is assigned to administer the academic program(s), and what are this person's qualifications?		
	Ms. Elzbieta Nowak is the program chair of the School of Drafting and Design and also oversees the Construction Management program. Ms. Nowak has a bachelor's degree and a master's degree, both in architecture, from the Krakow University of Technology in Krakow, Poland. She is also a member of the American Institute of Architects. She has been employed as a chair at the Springfield ITT campus since May 2000.		
9.03	Does this individual possess appropriate academic or experiential qualifications? Yes		
0.04			
9.04	Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?		
	⊠ Yes □ No		
9.05	Are the time and resources devoted to the administration of the educational program(s) sufficient?		
	⊠ Yes □ No		
9.06	Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:		
	(a) Student retention rate of 62%		
	Yes No Not applicable (new branch only)		
	(b) Student placement rate of 58%		
	☐ Yes ☐ No ☐ Not applicable (new branch only)		
	If No for either item or if the data is not available, does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard:		
	⊠ Yes □ No		
	Note: The associate's programs in Computer Drafting and Design and Visual Communications and the bachelor's program in Construction Management placement rates are below 58%.		

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9.07 List the community resources and how they are utilized to enrich the program(s).

The students enrolled in the four programs included in this section of the report participated in many documented field trips in 2011 and 2012. One of these field trips was to a public meeting for the West Grove Park master plan. This project was important because of its similarity to their capstone project. Other field trips focused on sharing ideas, methods, and practices with local Revit program users and fostering local peer contacts. Construction sites were also objects of observation and included the Marriott Hotel extension and the Little Hunting Park pool, both in the area.

There is evidence of the use of several guest speakers to enhance instruction. One of the most relevant guest speakers was Mr. James Clark from MTFA Architecture and President of the Virginia Society of American Architects. He is part of the Washington Monument Competition Committee. There were also several discussion panels that focused on trends in architecture, construction, design, and the industry. In addition, students in the Visual Communications program learned about job opportunities, networking, and associations related to their career by attending a series of talks given by professionals from companies like Imagine Design DC.

Extracurricular activities such as the "design charity," program clubs, high school visits, contests, and movies are part of the social integration used on the campus to enrich the curriculum.

9.08	Are these resources sufficient?
	⊠ Yes □ No
9.09	Response submitted by AAC
9.10	Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
	⊠ Yes □ No
9.11	For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
	Yes No N/A (these elements are not part of the program or no student is far enough along in the program)
9.12	Response submitted by AAC
9.13	Are independent studies used appropriately, and is there a signed contract that meets Council standards?
	⊠ Yes □ No □ N/A

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9.14	Response submitted by AAC		
9.15	Are course prerequisites being followed?		
	⊠ Yes □ No		
9.16	Is an appropriately detailed syllabus on file for each course?		
	⊠ Yes □ No		
9.17	Do students confirm that they receive a course syllabus and that it is followed?		
	⊠ Yes □ No		
9.18	Are the courses available when needed by the student in the normal pursuit of a program of study?		
	⊠ Yes □ No		
9.19	Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?		
	Yes No N/A (there have been no graduates)		
	(a) How many calls to employers or graduates were attempted?		
	The following number of calls was made to employers for the following programs: Academic associate's degree in Computer Drafting and Design - 6 Academic associate's degree in Drafting and Design Technology - No graduates Academic associate's degree in Visual Communications - 2 Bachelor's degree in Construction Management - 2		
	(b) How many calls to employers or graduates were successful?		
	The following number of calls, by program, was successful: Academic associate's degree in Computer Drafting and Design - 4 Academic associate's degree in Drafting and Design Technology - No graduates Academic associate's degree in Visual Communications - 1 Bachelor's degree in Construction Management - 2		
	(c) How many of the calls where contact were made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.		
	All of the calls where contact was made confirmed the employment of the graduates as reported on the 2011 CAR.		
9.20	Was documentation on file to verify graduates classified on the CAR as "not available for placement"?		
	Yes No Not Applicable		
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9.21	Are the following appropriate to adequately support the number and nature of the program?
	(a) Facilities
	⊠ Yes □ No
	(b) Instructional equipment
	⊠ Yes □ No
	(c) Resources
	⊠ Yes □ No
	(d) Personnel
	⊠ Yes □ No
9.22	Response submitted by AAC
FOR ACA	DEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY
9.24	Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
	⊠ Yes □ No
9.25	Is the size of the faculty appropriate to the total student enrollment?
	⊠ Yes □ No
9.26	Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
	Yes No N/A hiring responsibility is at AAC
9.27	Are teaching loads reasonable?
	⊠ Yes □ No
FOR ACA	DEMIC ASSOCIATE'S DEGREES ONLY
9.35	Response submitted by AAC
9.36	Response submitted by AAC
9.37	Response submitted by AAC
9.38	Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
	Yes No Not Applicable (no students in the second year)
9.39	Response submitted by AAC

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FOR BACHELOR'S DEGREES ONLY

- 9.40 Response submitted by AAC
- 9.41 Response submitted by AAC
- 9.42 Response submitted by AAC
- 9.43 Response submitted by AAC
- 9.44 Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?

Yes No N/A (no students in the third and fourth years)

Response submitted by AAC

GENERAL COMMENTS:

The use of multiple community resources to enrich the curriculum is noteworthy. Students stated that they are active members of the campus, they enjoy team work, and they engage in many of the organized activities provided. The high-level of student participation is reflected in the favorable retention percentages reported by the campus. The program chair, Ms. Nowak, is very motivated and focused in this matter. The virtual library and its many online resources are meeting the needs of faculty and students in the programs. Faculty and students reported they are happy to be enrolled at this campus.

9. PROGRAM EVALUATION

Bachelor of Science Degree in Electrical Engineering and Communications Technology,

Bachelor of Science Degree in Electronics and Communications Engineering Technology,

Associate of Applied Science Degree in Electrical Engineering Technology, and Associate of Applied Science Degree in Computer and Electronics Engineering Technology

FOR ALL PROGRAMS

- 9.01 Response submitted by AAC
 - (a) Response submitted by AAC
 - (b) Response submitted by AAC
 - (c) Response submitted by AAC
 - (d) Response submitted by AAC

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9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

The four degree programs covered in this section of the report are located in the School of Electronics Technology. The administrator in charge of these four programs is Dr. Mohamed Morsy, chair of the School of Electronics Technology. He was designated chair of the school in March 2004. Dr. Morsy has served as a part-time faculty member at George Washington University from 2002 to 2004. He also worked as a full-time faculty member, senior research scientist, senior systems engineer, and head of the Division for Technical Information, successively, in the Department of Defense in Egypt between 1976 and 2001. Dr. Morsy holds a bachelor of science degree in Electrical Engineering and Communications from the Military Technical College in Cairo, Egypt, and a master of science degree in Electrical Engineering from the Assiut University in Assiut, Egypt. He has also earned a doctor of science degree in Electrophysics from George Washington University.

	Electrophysics from George washington University.
9.03	Does this individual possess appropriate academic or experiential qualifications?
	⊠ Yes □ No
	Dr. Morsy is academically and experientially qualified to administer the academic programs in the School of Electronics Technology.
9.04	Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?
	⊠ Yes □ No
9.05	Are the time and resources devoted to the administration of the educational program(s) sufficient?
	⊠ Yes □ No
	The chair of the School of Electronics Technology devotes about 70% of his time to administrative tasks.
9.06	Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:
	(a) Student retention rate of 62%
	Yes No Not applicable (new branch only)
	(b) Student placement rate of 58%
	Yes No Not applicable (new branch only)

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9.07 List the community resources and how they are utilized to enrich the program(s).

Students in the engineering programs go on field trips to the offices/facilities of local businesses and manufacturing/production facilities located in the Washington, DC metropolitan region. These field trips provide students opportunities for exposure to the real-world work environment and could lead to internship arrangements for some students. During the current academic year, field trips were arranged to the National Electronics Museum, National Air and Space Museum, and FOSE Conference in Washington, DC. Every year, a few guest speakers come to the campus to address students in the School of Electronics Technology. These presentations are beneficial for students and faculty in the context of new learning and professional networking. Among the guest speakers used during the last academic year were Mr. Allen Nebb, assistant general superintendent in the Washington Metropolitan Area Transit Authority, and Mr. Edward Anderson, partner in the Computer Sciences Corporation. The School of Electronics Technology has an active program advisory committee (PAC) that formally meets twice a year. The 11 members of this committee represent local businesses, employers, and the community. Micron, Inc., Time Warner Cable, Sytech Corporation, ITT Corporation, The National Science Foundation, and The Department of Homeland Security are among the local entities from which members of the PAC are associated.

9.08	Are these resources sufficient?
	⊠ Yes □ No
9.09	Response submitted by AAC
9.10	Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
	⊠ Yes □ No
9.11	For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
	☐ Yes ☐ No ☒ NA, (these elements are not part of the program or no student is far enough along in the program)
9.12	Response submitted by AAC
9.13	Are independent studies used appropriately, and is there a signed contract that meets Council standards?
	☐ Yes ☐ No ☒ N/A
	No independent studies were undertaken in the programs covered in this report.
9.14 750 F	Response submitted by AAC First Street, NE, Sulte 980 • Weshington, DC 20002-4223 • 1 - 202.336.6780 • f - 202.842.2593 • www.acics.org

9.15	Are course prerequisites being followed?
	∑ Yes □ No
9.16	
	⊠ Yes □ No
	The course syllabi are well designed. The learning outcomes, instructional activities/tasks, and course outlines/schedules are clearly stated. The prerequisites, if required, are identified for each course. Each syllabus contains an explicit grading rubric.
9.17	Do students confirm that they receive a course syllabus and that it is followed?
	⊠ Yes □ No
	This was confirmed by students interviewed in two classes.
9.18	Are the courses available when needed by the student in the normal pursuit of a program of study?
	⊠ Yes □ No
9.19	Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?
	Yes No NA, (there have been no graduates)
	(a) How many calls to employers or graduates were attempted?
	During the time period covered by the 2011 CAR, there were no graduates in the following programs: Bachelor's degree in Electrical Engineering and Communications Technology Academic associate's degree in Electrical Engineering Technology
	The following number of calls was made to employers for the following programs: Bachelor's degree in Electronics Communications and Engineering Technology - 5 Academic associate's degree in Computer and Electronics Engineering Technology - 4
	(b) How many calls to employers or graduates were successful?
	The following number of calls, by program, was successful: Bachelor's degree in Electronics Communications and Engineering Technology - 4 Academic associate's degree in Computer and Electronics Engineering Technology - 2
	recimology - 2

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	(c) How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
	All of the calls where contact was made confirmed the employment of the graduates as reported on the 2011 CAR.
9.20	Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
	Yes No Not Applicable
9.21	Are the following appropriate to adequately support the number and nature of the program?
	(a) Facilities
	⊠ Yes □ No
	(b) Instructional equipment
	⊠ Yes □ No
	(c) Resources
	⊠ Yes □ No
	(d) Personnel
	⊠ Yes □ No
9.22	Response submitted by AAC
FOR ACA	DEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY
9.24	Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
	⊠ Yes □ No
	All seven faculty members teaching courses in these degree programs are wel qualified.
9.25	Is the size of the faculty appropriate to the total student enrollment?
	⊠ Yes □ No
9.26	Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
	Yes No NA, hiring responsibility is at AAC
9.27	Are teaching loads reasonable?
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AUGUST 20-22, 2012 ACICS CENTRALLY CONTROLLED INSTITUTION (CCI) REEVALUATION – AAC RESPONSE

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	⊠ Yes □ No
FOR ACA	DEMIC ASSOCIATE'S DEGREES ONLY
9.35	Response submitted by AAC
9.36	Response submitted by AAC
9.37	Response submitted by AAC
9.38	Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
	Yes No Not Applicable (no students in the second year)
9.39	Response submitted by AAC
FOR BAC	HELOR'S DEGREES ONLY
9.40	Response submitted by AAC
9.41	Response submitted by AAC
9.42	Response submitted by AAC
9.43	Response submitted by AAC
9.44	Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
	Yes No NA, (no students in the third and fourth years)
9.45	Response submitted by AAC

GENERAL COMMENTS:

The campus facilities available for the academic programs in the School of Electronics Technology are impressive. The two electronic laboratories are well equipped and laid out properly for efficient utilization of the equipment by students. The other computer and telecommunication resources for students are more than adequate. There is an active electronics club sponsored by the chair of the school. Members of this club are encouraged to utilize the laboratory facilities at the campus, and some members act as mentors/tutors for students who can benefit from these support activities. Students interviewed during the site visit indicated that the quality of instruction is good and praised the instructors and administrators for being accessible and responsive to their needs. The program advisory committee (PAC) for the School of Electronics Technology provides beneficial advice to the administration concerning the currency and employment market relevance of the academic programs.

PROGRAM EVALUATION

Bachelor of Science Degree Program in Project Management and Administration, Project Management Option

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FOR ALL PROGRAMS

- 9.01 Response submitted by AAC
 - (a) Response submitted by AAC
 - (b) Response submitted by AAC
 - (c) Response submitted by AAC
 - (d) Response submitted by AAC
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

The degree program covered in this report is located in the School of Business. Ms. Paula Cherry is currently serving as acting chair of the School of Business. Ms. Cherry has been working as the dean of academics at the ITT Technical Institute in Springfield, Virginia since February 2010. From 2008 to 2010 she was the registrar at this campus. Prior to her employment at ITT, Ms. Cherry was a member of the adjunct faculty at ECPI College of Technology (2006 to 2008) and an academic assistant at Strayer University from 2002 to 2004. Ms. Cherry holds an associate's degree, a bachelor of science degree, and a master of science degree from Strayer University. Currently, she is enrolled in the doctorate program of business administration at Argosy University. Ms. Cherry stated that she expects to get the doctoral degree before the end of 2013. Ms. Cherry indicated that a regular school chair should be in place within six months.

9.03	Does this individual possess appropriate academic or experiential qualifications?
	⊠ Yes □ No
9.04	Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?
	⊠ Yes □ No
9.05	Are the time and resources devoted to the administration of the educational program(s) sufficient?
	⊠ Yes □ No
9.06	Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:
	(a) Student retention rate of 62%
	☐ Yes ☐ No ☒ Not applicable (new program)
	(b) Student placement rate of 58%
	☐ Yes ☐ No ☒ Not applicable (new branch only)
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AUGUST 20-22, 2012

ACICS CENTRALLY CONTROLLED INSTITUTION (CCI) REEVALUATION - AAC RESPONSE

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This is a new degree program offering from which no graduates have occurred.

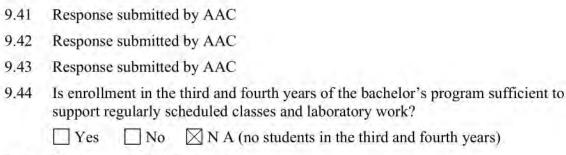
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9.07	List the community resources and how they are utilized to enrich the program(s).
	Since the bachelor's degree program is still in its first year of existence, the school chair has not completed the task of constituting a program advisory committee (PAC) for the School of Business. She indicated that the first meeting of the PAC will occur at the end of 2012. During the last year, two guest speakers have addressed the students enrolled in the program. Field trips for students in the program are scheduled for the current academic year.
9.08	Are these resources sufficient?
	⊠ Yes □ No
9.09	Response submitted by AAC
9.10	Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
	⊠ Yes □ No
9.11	For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
	☐ Yes ☐ No ☒ NA, (these elements are not part of the program or no student is far enough along in the program)
9.12	Response submitted by AAC
9.13	Are independent studies used appropriately, and is there a signed contract that meets Council standards?
	Yes No No N/A
9.14	Response submitted by AAC
9.15	Are course prerequisites being followed?
	⊠ Yes □ No
9.16	Is an appropriately detailed syllabus on file for each course?
	⊠ Yes □ No
9.17	Do students confirm that they receive a course syllabus and that it is followed?
	⊠ Yes □ No
9.18	Are the courses available when needed by the student in the normal pursuit of a program of study?
	⊠ Yes □ No

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9.19	Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?
	Yes No N/A (there have been no graduates)
9.20	Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
	☐ Yes ☐ No ☒ Not Applicable
9.21	Are the following appropriate to adequately support the number and nature of the program?
	(a) Facilities
	∑ Yes ☐ No
	(b) Instructional equipment
	⊠ Yes □ No
	(c) Resources
	⊠ Yes □ No
	(d) Personnel
	⊠ Yes □ No
9.22	Response submitted by AAC
FOR BACI	HELOR'S DEGREES ONLY
9.24	Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
	⊠ Yes □ No
	The single faculty member teaching project management courses in the program is well qualified.
9.25	Is the size of the faculty appropriate to the total student enrollment?
	⊠ Yes □ No
9.26	Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
9.27	Are teaching loads reasonable?
	⊠ Yes □ No
9.40	Response submitted by AAC
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9.45 Response submitted by AAC

GENERAL COMMENTS:

The facilities available for the project management program in the School of Business at the Springfield campus are impressive. Well-equipped computing laboratories exist to support the project management software needed by students. Students interviewed during the site visit indicated that the quality of instruction is good and praised the instructors and administrators for being accessible and responsive to their questions and concerns.

PROGRAM EVALUATION

Associate of Applied Science Degree in Information Technology - Computer Network Systems,

Associate of Applied Science Degree in Network System Administration,

Bachelor of Science Degree in Information Systems Security,

Bachelor of Science Degree in Information Systems and Cybersecurity, and

Bachelor of Science Degree in Project Management

FOR ALL PROGRAMS

- 9.01 Response submitted by AAC
 - (a) Response submitted by AAC
 - (b) Response submitted by AAC
 - (c) Response submitted by AAC
 - (d) Response submitted by AAC
- 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

Mr. Thomas Miller is the chair of the School of Information Technology. He holds an associate's degree in Business Administration from Northern Virginia Community College in Annandale, Virginia and a bachelor's degree and a master's degree in Information Technology from George Mason University in Fairfax, Virginia. Mr. Miller has worked at the campus since 2009 as an adjunct and full-time instructor and has been the chair since January 2012.

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9.03	Does this individual possess appropriate academic or experiential qualifications?
	⊠ Yes □ No
9.04	Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?
	⊠ Yes □ No
9.05	Are the time and resources devoted to the administration of the educational program(s) sufficient?
	⊠ Yes □ No
9.06	Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:
	(a) Student retention rate of 62%
	Yes No Not applicable (new branch only)
	(b) Student placement rate of 58%
9.07	List the community resources and how they are utilized to enrich the program(s).
	The programs have an active advisory committee which meets twice a year. The team reviewed the minutes of the two most recent meetings held in November 2011 and June 2012. Additionally, field trips and guest speakers are used in the programs when appropriate.
9.08	Are these resources sufficient?
	⊠ Yes □ No
9.09	Response submitted by AAC
9.10	Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
	⊠ Yes □ No
9.11	For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
	☐ Yes ☐ No ☒ NA (these elements are not part of the program or no student is far enough along in the program)
9.12	Response submitted by AAC

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9.13	Are independent studies used appropriately, and is there a signed contract that meets Council standards?
	Yes No N/A
9.14	Response submitted by AAC
9.15	Are course prerequisites being followed?
	⊠ Yes □ No
9.16	Is an appropriately detailed syllabus on file for each course?
	⊠ Yes □ No
9.17	Do students confirm that they receive a course syllabus and that it is followed?
	⊠ Yes □ No
9.18	Are the courses available when needed by the student in the normal pursuit of a program of study?
	⊠ Yes □ No
9.19	Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?
	(a) How many calls to employers or graduates were attempted?
	During the time period covered by the 2011 CAR, there were no graduates in the following programs: Bachelor's degree in Information Systems and Cybersecurity Academic associate's degree in Network System Administration
	The following number of calls was made to employers for the following programs: Bachelor's degree in Information Systems Security - 4 Bachelor's degree in Project Management - 1
	Academic associate's degree in Information Technology – Computer Network Systems - 5
	(b) How many calls to employers or graduates were successful?
	The following number of calls, by program, was successful: Bachelor's degree in Information Systems Security - 2 Bachelor's degree in Project Management - 1 Academic associate's degree in Information Technology – Computer Network Systems - 3

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(c) How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations. All of the calls where contact was made confirmed the employment of the graduates as reported on the 2011 CAR. 9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"? X Yes No Not Applicable 9.21 Are the following appropriate to adequately support the number and nature of the program? (a) Facilities X Yes No (b) Instructional equipment X Yes No (c) Resources X Yes No (d) Personnel X Yes No 9.22 Response submitted by AAC FOR ACADEMIC ASSOCIATE'S AND BACHELOR'S DEGREES ONLY 9.24 Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded? X Yes No 9.25 Is the size of the faculty appropriate to the total student enrollment? Yes 9.26Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program? X Yes No NA, hiring responsibility is at AAC 9.27 Are teaching loads reasonable? X Yes No FOR ACADEMIC ASSOCIATE'S DEGREES ONLY

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9.35	Response submitted by AAC
9.36	Response submitted by AAC
9.37	Response submitted by AAC
9.38	Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
9.39	Response submitted by AAC
FOR BAC	HELOR'S DEGREES ONLY
9.40	Response submitted by AAC
9.41	Response submitted by AAC
9.42	Response submitted by AAC
9.43	Response submitted by AAC
9.44	Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
	Yes No N/A (no students in the third and fourth years)
9.45	Response submitted by AAC
PROC	GRAM EVALUATION
Ba	chelor of Science Degree in Digital Entertainment and Game Design
FOR ALL	PROGRAMS
9.01	Response submitted by AAC
	(a) Response submitted by AAC
	(b) Response submitted by AAC
	(c) Response submitted by AAC

9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications?

(d) Response submitted by AAC

Ms. Ela Nowak is assigned to administer the program in Digital Entertainment and Game Design. In 2002 she came to the institution as chair of the Computer Drafting Department. She since has headed the Department of Digital Entertainment and Game Design for approximately two years. She holds a master's of architecture engineering degree from Krakow University of Technology in Krakow, Poland. She also has completed additional studies in graphic design at Metropolitan Community College in Omaha, Nebraska. Ms. Nowak has a varied background in her career starting in Krakow, Poland where

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she supervised historical restoration of noted landmarks. After coming to the U.S., she worked with governmental agencies in graphic design, urban planning, and public works. She is a member of AIA (American Institute of Architects) as well as ADDA (American Design Drafting Association). She supervises two full-time instructors and four adjunct instructors. She is assisted by subject expert Mr. Princewell Ikegwuono who holds a master of fine arts degree in Animation and Digital Media from the Savannah College of Art and Design and a bachelor of arts degree in Fine Arts from the University of Nigeria. She has a nine year teaching history at DeVry, Westwood, and the Art Institute. Currently, she also has her own freelance game design studio in the Springfield area.

	the contract of the contract o
9.03	Does this individual possess appropriate academic or experiential qualifications
	⊠ Yes □ No
9.04	Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?
	⊠ Yes □ No
9.05	Are the time and resources devoted to the administration of the educational program(s) sufficient?
	⊠ Yes □ No
9.06	Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:
	(a) Student retention rate of 62%
	Yes No Not applicable (new branch only)
	(b) Student placement rate of 58%
	☐ Yes ☐ No ☒ Not applicable (no graduates)
	This is a new degree program from which no graduates have occurred.
9.07	List the community resources and how they are utilized to enrich the program(s).
	The Washington, DC metropolitan area is unique in the opportunities it is able to offer students of this program. Guest speakers came together in a drafting and design day that engaged the students of digital entertainment and game design Also, members of the professional community come to the campus to speak to students and review portfolios that they have on display. Program advisory committee members also give feedback on capstone projects as students prepare to graduate. The national military headquarters in Washington offer positions in the areas of video design for training modules and instruction. Many internationally recognized media venues are located in the area and offer diverse design and production opportunities.

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9.08	Are these resources sufficient?		
	⊠ Yes □ No		
9.09	Response submitted by AAC		
9.10	Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?		
	⊠ Yes □ No		
9.11	For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?		
	Yes No NA (these elements are not part of the program or no student is far enough along in the program)		
9.12	Response submitted by AAC		
9.13	Are independent studies used appropriately, and is there a signed contract that meets Council standards?		
	☐ Yes ☐ No ☒ N/A		
9.14	Response submitted by AAC		
9.15	Are course prerequisites being followed?		
	⊠ Yes □ No		
9.16	Is an appropriately detailed syllabus on file for each course?		
	⊠ Yes □ No		
9.17	Do students confirm that they receive a course syllabus and that it is followed?		
	⊠ Yes □ No		
9.18	Are the courses available when needed by the student in the normal pursuit of a program of study?		
	⊠ Yes □ No		
9.19	Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?		
	Yes No N/A (there have been no graduates)		
9.20	Was documentation on file to verify graduates classified on the CAR as "not available for placement"?		
	☐ Yes ☐ No ☒ Not Applicable		

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9.21	Are the following appropriate to adequately support the number and nature of the program?
	(a) Facilities
	⊠ Yes □ No
	(b) Instructional equipment
	⊠ Yes □ No
	(c) Resources
	⊠ Yes □ No
	(d) Personnel
	⊠ Yes □ No
9.22	Response submitted by AAC
FOR BACI	HELOR'S DEGREES ONLY
9.24	Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
	⊠ Yes □ No
9.25	Is the size of the faculty appropriate to the total student enrollment?
	⊠ Yes □ No
9.26	Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
	Yes No N/A (hiring responsibility is at AAC)
9.27	Are teaching loads reasonable?
	⊠ Yes □ No
9.40	Response submitted by AAC
9.41	Response submitted by AAC
9.42	Response submitted by AAC
9.43	Response submitted by AAC
9.44	Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
	Yes No N/A (no students in the third and fourth years)
9.45	Response submitted by AAC
GENERAL	COMMENTS:

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AUGUST 20-22, 2012

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All five students enrolled in the program are currently online students. The administration reported that the Digital Entertainment and Game Design program is being phased out at this campus. The expected termination date of the program is September 2012.

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AUGUST 20-22, 2012

ACICS CENTRALLY CONTROLLED INSTITUTION (CCI) REEVALUATION - AAC RESPONSE

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SUMMARY

The institution is not in compliance with the Accreditation Criteria in the following areas:

Citation # (in bold) Summary Statement (followed by report page number)

Section 3-1-303(a)	The Campus Accountability Report (CAR) could not be verified (pages 15 and 16).
Sections 3-4-302 & 3-5-302	An instructor teaching a general education course is not qualified (page 20).

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AUGUST 20-22, 2012 ACICS CENTRALLY CONTROLLED INSTITUTION (CCI) REEVALUATION - AAC RESPONSE

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RECOMMENDATION

The evaluation team offers the following recommendation for the campus' consideration (This recommendation is not included in the report seen by the Council):

Student Parking:

Survey students regarding their perceived adequacy of the campus security provided when they are required to use the adjacent parking lot for overflow parking during evening sessions. (Some evening students indicated this had been a concern.)



NEW GRANT

Westwood College Online 10249 Church Ranch Way Broomfield Colorado 80021 ACICS ID Code: 00023709

Mr. Louis Pagano, Chief Operating Officer (b)(6) @westwood.edu)

(b)(6) westwood.edu

MAIN CAMPUS

Westwood College- Los Angeles Los Angeles, California ACICS ID Code: 00011142

February 5-7, 2014

Mr. Terry Campbell	Chair and Facilities	Kaplan University Online	Okeechobee, FL
Dr. Michele Ernst	Student-Relations Specialist	Former President, Brown College	Chaska, MN
Dr. Andrea Olson	Distance Education Activities and Master in Business Administration Specialist	Executive Director of Research and Development, Program Director, Grad. Studies	Aitkin, MN
Dr. Scot Ober	Educational Activities, Library, and Business Programs Specialist	President, Words Etc. Inc.	Tucson, AZ
Ms. LaVerne Lewis	Criminal Justice and Paralegal Specialist	Mt. Hood Community College	Gresham, OR
Mr. Charles Saunders	Graphic Design and Electronics Specialist	Program Director	Owens Cross Roads, AL
Mr. Ernest Johnson	Information Technology Specialist	Kaplan University	Memphis, TN
Ms. Lori Claus	Interior Design, CAD, and Architectural Design	EDMC	Pittsburg, PA
Ms. Kristal Bushong	Medical Specialist	American National University	Salem, VA
Ms. Torri Hayslett	Staff Representative	ACICS	Washington, DC

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ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS

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PROGRAMS OFFERED BY WESTWOOD COLLEGE ONLINE BROOMFIELD, COLORADO

						R		AR & Placer	nent
					5.00	20	2012 2011		
CREDENTIAL EARNED	ACICS CREDENTIAL	APPROVED PROGRAM TITLE	Clock Hrs.	Qtr. Hrs.	Enroll: Full- time/ Part-time	Ret.	Pla.	Ret.	Pla.
Associate of Occupational Studies	Occupational Associate	Information and Network Technologies	1265	91.5	48	N/A	N/A	N/A	N/A
Associate of Applied Science	Academic Associate	Business Administration	910	90	166	64%	100%	50%	N/A
Associate of Applied Science	Academic Associate	Computer Aided Design – Architectural Drafting	1180	90	152	54%	100%	73.4%	N/A
Associate of Applied Science	Academic Associate	Criminal Justice	905	90	122	56%	67%	56.8%	N/A
Associate of Applied Science	Academic Associate	Graphic Design	1180	90	122	57%	61%	57.8%	82.1%
Associate of Applied Science	Academic Associate	Information & Network Technologies	1225	90	84	56%	66%	62.5%	60%
Associate of Applied Science	Academic Associate	Medical Office Management	945	90	58	73%	100%	N/A	N/A
Associate of Applied Science	Academic Associate	Medical Insurance Coding and Billing	1080	90	135	71%	N/A	N/A	N/A
Associate of Applied Science	Academic Associate	Paralegal	925	90	78	53%	65%	54.4%	51.9%
Bachelor of Science	Academic Bachelor	Business Administration: Major in Management	1820	180	93	58%	89%	52.2%	66.7%
Bachelor of Science	Academic Bachelor	Business Administration: Major in Human Resource Management	1820	180	35	59%	N/A	81.1%	N/A
Bachelor of Science	Academic Bachelor	Business Administration: Major in Marketing Management	1820	180	38	69%	92%	70%	100%
Bachelor of Science	Academic Bachelor	Business Administration: Major in Project Management	1820	180	7	45%	N/A	66.7%	N/A
Bachelor of Science	Academic Bachelor	Business Administration: Major in Accounting	1820	180	8	91%	76%	70.3%	87.5%
Bachelor of Science	Academic Bachelor	Business Administration: Major in Healthcare Management	1820	180	6	87%	53%	59.2%	75%
Bachelor of Science	Academic Bachelor	Criminal Justice: Major in Administration	1820	180	58	73%	66%	53.7%	70%
Bachelor of Science	Academic Bachelor	Criminal Justice; Major in Corrections	1805	180	8	31%	N/A	84.2%	N/A
Bachelor of Science	Academic Bachelor	Criminal Justice: Major in Investigations	1820	180	22	41%	N/A	71.7%	N/A
Bachelor of Science	Academic Bachelor	Graphic Design: Major in Animation	2330	180	-3	72%	33%	70.1%	51.6%
Bachelor of Science	Academic Bachelor	Graphic Design: Major in Game Art	2325	180	20	88%	25%	71.7%	31.5%

Non-degree++++

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Page 3 of 71 Bachelor of Science Academic Bachelor Graphic Design: Major in 2305 180 42 74% 62% 68.8% 80.8% Visual Communications Bachelor of Science Academic Bachelor Interior Design 2330 180 6 83% 42% 60.7% 56.3% 72% 81.3% Bachelor of Science Graphic Design: Major in 2305 180 39 62% 67.9% Academic Bachelor Web Design 1995 Bachelor of Science Academic Bachelor **Business Administration:** 195 81% 88% 73.3% 93.3% H Major in Fashion Merchandising 2350 180 37 77% 85% 60.3% 66.7% Bachelor of Science Academic Bachelor Information & Network Technologies: Major in Network Management Bachelor of Science Academic Bachelor Information & Network 2350 180 26 83% 81% 65.7% 89.3% Technologies: Major in Systems Security 59% 100% Bachelor of Science Academic Bachelor Information & Network 2305 180 17 90% N/A Technologies: Major in Computer Forensics 52% Bachelor of Science Academic Bachelor Software Development: 2145 180 152 43% 56.8% 51.5% Major in Game Software Development 70.2% Master of Business Master Master of Business 540 54 69 80% 88% 79.7% Administration Administration 1995 195 Bachelor of Arts +++ Bachelor of Arts Management 1 Computer Network 2360 187 Bachelor of Bachelor of Science 1 Science+++ Management 1995 197.5 Bachelor of Bachelor of Science Criminal Justice 2 Science+++ 2605 199,5 2 Bachelor of Bachelor of Science Game Art Science+++ Bachelor of Bachelor of Science Information Systems 2380 187 Science+++ Security Bachelor of Bachelor of Science Game Software 2385 196 1 Science+++ Bachelor of Science 2640 200.5 Bachelor of Visual Communications 1 Science+++

> TOTAL ENROLLMENT

1662

3

Typed in bold are any retention rates below 65% (programs >1 year in length) or 70% (programs =<1 in length) and any Notes: placement rates below 70%.

111 Classes in teach out mode with last class completion, October 2014

Non-degree, student is just taking a class without a major 1111

Non-degree

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INTRODUCTION

Westwood College Online is one of sixteen campuses located in Colorado, Illinois, Georgia, and Virginia. Westwood College is a wholly-owned entity of Wesgray Corporation which is wholly-owned subsidiary of Westwood College, Inc.

The Westwood College Online campus was approved in August 2008 as an additional location of Westwood College Online, Los Angeles, California and the first term was in May 2009. The Online campus offers its courses and programs from Broomfield, Colorado. This campus is located in a business district.

Based on the most recent data available, the Campus Effectiveness Plan reports the student population is 53% female and 47% male; and the average age is 33,34 years. Of those reporting it on the survey form provided when the most recent data was collected, the ethnicity of the student population was 21% African American, 46% Caucasian, 3% Hispanic, 1% Native American, 2% Asian/Pacific Islands, and 27% of the students not reporting their ethnicity.

It is important to note that all Westwood College campuses converted to a curriculum called the Career Advantage Program (CAP) in 2012. All programs were reviewed by system curriculum committees and modified to be more efficiently delivered. A major change resulting from the implementation of the CAP curriculum is that most courses were granting 3.5 quarter credits to 4.5 quarter credits. The CAP curriculum model is an effort to ensure Westwood College is offering the most updated programs as possible to better prepare their graduates for employment. In addition, this model closely resembles the standard semester credit model and allows for the possibility of easier transferability to institutions external to Westwood College. Due to this revision the following bachelor programs are in teach out mode with expected close out October 2014. There are 7 bachelor's degree programs; Management (1 student), Computer Network Management (1 student), Criminal Justice (2 students), Game Art (2 students), Information Systems Security (1 student), Software Development (1 student), and Visual Communications (1 student).

1. MISSION

(a) The characteristics of the programs offered.

1.01	Give the page number in the campus catalog on which the mission statement can be found. The Westwood College-Online mission statement is located on page 8 in the 2014 Academic Catalog, Westwood College-Online.
1.02	Does the campus have an appropriate mission statement with a set of supporting objectives? ☐ No ☐ No
1.03	Are the objectives devoted substantially to career-related education?
	⊠ Yes □ No
1.04	Are the objectives reasonable for the following?
	(a) The programs of instruction
	⊠ Yes □ No
	(b) The modes of delivery.
	⊠ Yes □ No
	(c) The facilities of the campus.
	⊠ Yes □ No
1.05	Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?
	⊠ Yes □ No
1.06	Is the campus committed to successful implementation of its mission?
	⊠ Yes □ No
1.07	Does the campus have a current Campus Effectiveness Plan (CEP)?
	⊠ Yes □ No
1.08	If the campus is an additional location, does the additional location have its own CEP, separate from the main campus IEP?
1.09	Does the CEP describe the following?

The characte Yes The types of Yes Specific goal Yes Expected out Yes Student reten Yes Student place Yes Level of grac Yes Level of emp Yes Level of emp	No coment. No Not Applicable (new additional location only) luate satisfaction. No Not Applicable (new additional location only)	
Student retermined in Student places Yes Level of graces Yes Level of emp	tion. No No No No Not Applicable (new additional location only) luate satisfaction. No No Not Applicable (new additional location only)	
Yes	No Not Applicable (new additional location only) ing outcomes.	
ne data used to ill sets and kn	demonstrate learning outcomes in the educational programs includes data to owledge. This data consists of retention and placement rates, student and	hat supports the acquisition of appropriate
The baseline Yes The data used Yes How the data Yes An analysis processes.	data for each outcome. No Not Applicable by the campus to assess each outcome. No Not Applicable was collected. No Not Applicable and summary of the data collected and an explanation of how the data	will be used to improve the educational
ecountability Re	eports and that demonstrate its ability to maintain or improve retention and pl	lacement outcomes?
		ention goals?
Westwo The car identific The can Work to During Program	od College Online established a retention rate goal of 70% for 2014, inpus streamlined the communication process between instructors and action of at-risk students, upus will look at improving inside coaching to assist students, ward improving faculty monitoring and ensure faculty are meeting online teaweek 1 of classes, there has been implementation of a video announcement state chairs also embedded video announcements introducing the tent.	aching standards. ubmitted by the instructor, mselves to their program students.
	Yes Student learn Yes Student learn Yes Student learn Yes Stine the student e data used to ll sets and know isfaction survey e the following The baseline Yes The data used Yes How the data Yes An analysis processes. Yes Sthe campus procuntability Refers the campus processes the cam	Level of employer satisfaction. Yes

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	 The Career Services Team will meet with the Academic Dean, and Program Chairs to review recommendations for additional job leads. 	ew Program Advisory Committee
	 The Career Advisor will attend adobe connect room meeting with students. This will provide for students first mock interview. 	students with information and tip
	 The campus implemented exit interview process and graduation packets for all graduates. 	
	 The campus will continue to focus on improving the performance and user friendliness in the Career Services schedules guest speaker webinars in areas of career interest. 	classrooms.
1.16	Does the campus have documentation to show the following? (a) That the CEP has been implemented.	
	 ✓ Yes ☐ No (b) That specific activities listed in the plan have been completed. ✓ Yes ☐ No 	
	(c) That periodic progress reports have been completed. ⊠ Yes □ No	
L17	Who is responsible for implementing and monitoring the CEP? Describe this individual's qualification describe the committee.	s. If a committee is utilized please
	Mr. Louis Pagano is the chief operating officer at Westwood College Online campus and responsible the campus effectiveness plan (CEP). He is assisted with the CEP by a campus steering committee co onsite administrator, director of student services, vice president admissions, academic dean, director operations managers. Mr. Pagano began his Westwood College career in 2001. He became the online 2010. He holds a bachelor's degree in Electrical Engineering from the University at Buffalo, The Stamaster's degree in Engineering Management from National Technological University, Ft. Collins, Coover twenty years of management experience.	nsisting of the executive assistant ctor of marketing, and academic chief operating officer Septembe ate University of New York and
1.18	Does the campus have documentation to show that the CEP is evaluated at least annually? ☐ Yes ☐ No ☐ Not Applicable (new additional location or initial applicant only)	
GEN	ERAL COMMENTS:	
The (CEP provided to the team meets Council expectations for CEP content.	
2.	ORGANIZATION	
2.01	Is the following information regarding the campus appropriately stated in the catalog? (a) Governance, control, and corporate organization. ☐ Yes ☐ No (b) Names of the trustees, directors, and/or officers. ☐ Yes ☐ No (c) Names of the administrators. ☐ Yes ☐ No	
2.02	Does the campus: (a) Adequately train its employees? ☐ Yes ☐ No (b) Provide them with constant and proper supervision? ☐ Yes ☐ No (c) Evaluate their work? ☐ Yes ☐ No	
2.03	Is the administration of the campus efficient and effective? ☑ Yes ☐ No	
2.04	Does the campus maintain written documentation to show that faculty and staff members: (a) Clearly understand their duties and responsibilities?	

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	X Yes	☐ No	ds by which the success of their work is measured?	
2.05	Does the adn ⊠ Yes	ninistration ma	intain documentation of the evaluation of the faculty and staff?	
2.06	Has the camp	ous adopted a p	policy on academic freedom that has been communicated to the faculty?	
2.07	Does the carr	npus have an a	ppropriate grievance policy for faculty and staff?	
2.08	Does the car address of At		or the student handbook contain an appropriate grievance policy for student Not Applicable (initial applicants only)	lents that includes the name and
2.09	Mr. Louis Pa career in 200 from the Uni	gano is respondente. He became versity at Buf	financial oversight of the campus, and what are this person's qualifications asible for financial oversight of the campus. As previously stated, Mr. Pagithe online chief operating officer September 2010. He holds a bachelor's falo, The State University of New York and a master's degree in Engineer. Collins, Colorado. He brings to the campus over twenty years' of managing the control of the campus over twenty years' of managing the control of the campus over twenty years' of managing the control of the campus over twenty years' of managing the campus over twenty years' of the campus over twenty years' over the campus over twenty years' of the campus over twenty years' of the campus over twenty years' over the ca	ano began his Westwood College degree in Electrical Engineering ering Management from National
GENI		the class deliv	very system is online format, interviews with faculty and students promote ents, staff, and faculty.	s a spirit of cooperation and open
3.	ADMINI	STRAT	ION	
3.01			hief on-site administrator(s) or the self-study coordinator for the campus at ne final submission of the self-study?	tended an accreditation workshop
3.02	Are all staff v ⊠ Yes	well trained to No	carry out administrative functions?	
3.03	Mr. Ralph F holds a back	reye is the on lelor's degree	rator, and what are this person's qualifications? site administrator and vice president of student services. He began his We in Accounting from Ferris State University, Big Rapids, Michigan and y University, Chicago, Illinois. He brings to the campus over eighteen years	d a master's degree in Business
3.04	Does the can ⊠ Yes	ipus list degree	es of staff members in the catalog?	
	If Yes, is app ⊠ Yes	ropriate evider No	ace of the degrees on file?	
3.05		aid activities. No ons. No	impus keeps adequate records to support the following administrative operated Not Applicable (campus does not participate in financial aid)	ions?

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(d) Accreditation and licensure.		
☐ Yes ☐ No		
(e) Guidance.		
(f) Instructional resources.		
∑ Yes □ No		
(g) Supplies and equipment.		
(h) The school plant.		
⊠ Yes □ No		
(i) Faculty and staff.		
∑ Yes ☐ No		
(j) Student activities.		
∑ Yes		
(k) Student personnel.		
⊠ Yes □ No		
	23. 1. 2. 2. 2	
If No for any applicable item, insert the section number in parer		
(Section 3-1-303 (a)): The school does not keep adequate recregarding, placement, attestations, and waiver verification. By various programs. After sampling 17 graduate files for attestat	elow is a list of students that had signed	d attestations for pla
placed in a position were able to benefit from the skills and k		

(Section 3-1-303 (a)): The school does not keep adequate records as it relates to accreditation and licensure on the CAR, specifically regarding, placement, attestations, and waiver verification. Below is a list of students that had signed attestations for placement in various programs. After sampling 17 graduate files for attestations, the team could not determine if all graduates who attested to being placed in a position were able to benefit from the skills and knowledge learned in the program; needed the credential to obtain a new position; completed the credential for possible future promotion; improved job-related skills; or completed the credential for professional development. For example, [ho] graduate of the Bachelor's degree in Business Management program, works at Wal-Mart, Inc., in the Inventory Management System department. On her signed employment information form, Ms. [ho] stated her job duties as follows: Bin necessary items that did not fit onto sales floor, unbin and take appropriate item to floor to be stocked, keep backroom clean, keep track of shelf caps and on hand numbers. As another example, Mr. (b)(6) graduate of the Information Technology program, works at Thomasville Furniture Brands International, as a Shipping/Receiving Clerk. On his signed employment information form, Mr. (b)(6) stated his job duties as follows: Box up cushion cores and backs. I fill cushions and bolsters. I also roll yardage for customers and other businesses.

Program	Last Name	First Name	Soc Code	Prof Dev or Degree Rqmt.	Title	Company	Date of Hire
AN - Other	(b)(6)			*	(b)(6)		02/01/2011
AN - Other				*			02/01/2011
N - Other				*			06/13/2013
BAACTFM - Other				*			02/13/2008
BAACTFM - Other				*			09/01/2013
BAFM - Other				*			05/10/2010
BAMGMT - Other				*			09/01/2011
BAMGMT - Other				*			07/07/2003
BAMGMT – Other				*			01/01/2005
BAMGMT - Other				*			08/26/2013
BAMM – Other				*			06/28/2012
3A - Other				*			06/18/2012

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GA - Other (b)(6)	* (b)(6)	12/02/2012
		1000000
GA - Other	*	02/01/2013
GA – Other		11/01/2009
GA - Other	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	01/31/2011
GA – Öther		05/15/2013
GA - Other		01/28/2013
GA - Other		02/14/2003
GA – Öther	*	02/01/2013
GDMM – Other	*	11/01/2010
GDMM - Other	*	01/26/2008
GDMM – Other	· •	01/01/1991
GDMM -		10/01/2011
Other GDMM –		07/25/2011
Other		
GDMM – Other	*	08/01/2010
GSD - Other	9.29	07/22/2013
GSD - Other		08/01/2013
GSD - Other	*	04/01/2013
MBA - Other	*	04/19/2013
MBA - Other	*	02/04/2013
MBA - Other	*	06/01/2013
MBA - Other		01/28/2008
MBA - Other	**	10/08/2013
MBA - Other	*	07/01/2011
VC - Other	*	11/30/2011
VC - Other	*	04/01/2011
VC - Other	- -	10/27/2011
VC - Other		10/01/2012
WD - Other		07/23/2007
WD - Other	*	10/11/1993
WD - Other	*	01/03/2013
WD - Other	10.4	09/24/2011
CADARCDF		10/01/2007
- Other CADARCDF		01/01/2001
- Other	-	9,10,112001
CADARCDF - Other	*	03/01/2012
ID - Other	÷	06/22/2013

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ID - Other (b)(6)	* (b)(6)	07/01/2007
ID - Other	*	04/25/1999
CJ - Other		03/06/2006
CJ – Other		01/04/2011
CJ - Other		() () () () () () () () () ()
		09/22/2010
CJ - Other	*	02/01/2013
CJ - Other	*	01/01/2013
CJ - Other		06/30/2012
CJ - Other		09/01/2011
CJA - Other		10/24/2012
CJA - Other		08/01/2010
CJA - Other		06/19/2012
CJA - Other	.	03/22/2013
PL - Other		11/26/2012
PL - Other	-2	11/02/2011
PL - Other	w.	06/19/2013
PL - Other		06/17/2011
5005		
IT - Other		05/01/2011
T - Other	*	09/11/2013
IT – Other	*	07/10/2000
IT - Other	*	04/29/2011
IT – Other	40.1	09/26/2006
IT - Other	742	10/21/2011
IT - Other	*	10/20/2012
IT – Other	*	09/09/2013
IT - Other	*	02/01/2011
IT – Other	*	08/01/2009
T = Other		01/01/1999
ITCN - Other	*	03/06/2012
ITCN - Other	*	03/15/2012
ITCN - Other		11/21/1999
TCN - Other	2	12/17/2010

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	ITCN - Other (b)(6)	(b)(6)	03/12/2010		
	ITCN - Other	*	06/23/2009		
	ITSS - Other	-	05/13/1996		
	ITSS - Other		01/02/2001		
	ITSS - Other		01/23/2012		
	ITSS - Other		12/05/1994		
	ITSS - Other		07/10/2012		
	ITSS - Other		09/01/2009		
3.06	Does the campus admit ability-to-benefit ☐ Yes ☐ No (Skip to Question) Do student files contain evidence of gradu	3.11.)			
	⊠ Yes □ No	anton nom mga sensor of the equivalent.			
3.12	Are appropriate transcripts maintained for ⊠ Yes □ No	all students?			
3.13	Is the grading system fully explained on the State of th	ne transcript, and is it consistent with the grading system t	hat appears in the campus catalog?		
	(Section 3-1-303(e)): The grading system	n is not fully explained on the transcript and is not consis	stent with that appearing in the catalog.		
3,14	Are student records protected from theft, fire, water damage, or other possible loss? ✓ Yes □ No				
3.15	Does the campus maintain transcripts for all students indefinitely? ☑ Yes ☐ No				
3.16	Does the campus maintain admissions dat ☐ Yes ☐ No	a and other records for at least five years from the last date	e of attendance for all students?		
4. 1	RELATIONS WITH STU	DENTS			
4.01		ring the evaluation? files, including: 10 currently active students, 19 currently active students from the CAR, 3 re-enters from the CAR a			
4.02	Does the campus ensure that its student re No No	elations reflect high ethical standards?			
4.03	Does the campus have appropriate admiss No No	ions criteria?			
4.04	Does the campus contract with third partic ☐ Yes	es for admissions and recruiting purposes?			
4,05		issions criteria are applied consistently to all students a dmitted into specific programs for the same start date a			

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4.06	Does the adm ☐ Yes	issions policy conform to the campus's mission?	
4.07	Is the admiss Yes	ions policy publicly stated?	
4.08	Is the admiss	ions policy administered as written?	
4.09	(a) Clearly of⋈ Yes(b) Outlines⋈ Yes	ipus use an enrollment agreement for each enrolled student that : outlines the financial obligations of both the institution and the student? No all program related tuition and fees? No mature of the student and the appropriate school representative? No	
	Is there evide ⊠ Yes	nce that a copy of the agreement has been provided to the student?	
4.10	Ms. Kimberl Beckman ha Adminstratio	nsible for the oversight of student recruitment at the campus and what are this person's quality Beckman, senior vice-president of admissions, is responsible for the oversight of studers a bachelor's degree in Business Administration and Spanish from Coe College, Iowa and from University of Colorado-Colorado Springs. She has been working at Westwood Greent role since 2011.	nt recruitment at the campus. Ms. and a master's degree in Business
4.11	campus? The team in	earn able to verify that the recruiting process for new students is ethical and compatible with a sterviewed two admissions representatives and the vice-president of admissions as a verify the recruiting process for new students is ethical and compatible.	
4.12		□ No □ No □ No	mation regarding the following?
4.13		apus use prospective student names obtained as a result of a survey, canvass, or promise of fas a result of other marketing activity? No	uture employment or income while
4.14	Does the state ☐ Yes	e in which the campus operates require representatives to be licensed or registered? ☑ No	
4.15	Are the titles Yes	of recruitment and enrollment personnel appropriate?	
4.16	Does someor	te other than recruitment and enrollment personnel make final decisions regarding financial a ment?	id eligibility, packaging, awarding,

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	⊠ Yes	□ No	☐ Not Applicable (campus does not participate in financial aid)					
4.17	Are all recru	iters supervise	ers supervised by the campus to ensure that their activities are in compliance with all applicable standards?					
4.18	Does the can ⊠ Yes	npus have wri	tten policies and procedures for evaluating and accepting transfer of credit?					
4.19	Is there evide	ence that the c	ce that the campus properly awards transfer of credit? No Not Applicable					
4.20	Does the can	npus publicize	its transfer credit policies, including policies related to accepting transfer credi	t from another campus?				
4.21	Has the camp ☑ Yes		d articulation agreements with other institutions? p to question 4.23 for Master's Degree Programs or 4.24 for all programs)					
	If Yes, has th ⊠ Yes	e campus pub	lished a list of institutions with which it has established the agreements?					
4.22		mpus provident are offered?	documented notification to students of the articulation agreements and the	e transferability of credits in the				
4.23	Is the maxir master's deg Yes							
4.24	Is the standar ☑ Yes	rds of satisfact	tory academic progress policy published in the catalog?					
			per(s) where the standards of satisfactory academic progress policy is published ory academic progress can be found in the addendum to the academic catalog					
4.25	(a) A defini⋈ Yes(b) A sched	ition of the ma No lule that desig	factory academic progress (SAP) policy published in the catalog contain the fol aximum time frame allowed for students to complete a program as 1.5 times t mates the minimum percentage of work that a student must successfully com- te the program within the maximum time frame.	he normal program length.				
	(c) Procedu ⊠ Yes	res for re-esta	ablishing satisfactory academic progress.					
	Withdra Yes Incompl Yes Repeate Yes	iwals. No lete grades. No d courses.	fects of the following on the CGPA and successful course-completion percent	age:				
		☐ No edit <u>or</u> remedia						
	⊠ Yes		☐ Not Applicable (campus does not offer) ☐ Not Applicable (campus does not use)					
		tionary period						

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	 ✓ Yes An exter ✓ Yes The effe ✓ Yes The effe ✓ Yes 	☐ No		
4.26	Does the cam	pus apply its S	SAP standards consistently to all students?	
4.27	Are students X Yes	who are not m	aking satisfactory academic progress properly notified? Not Applicable (no students are in violation of SAP)	
4,28	Is SAP evaluationshorter? Yes	ated at the end	of each academic year or at 50% of the normal program length if the program	n is one academic year in length or
4.29			ad of the second academic year and at the end of each subsequent academic a scale of 4.0 or its equivalent? Not Applicable (all programs are one year or less)	year where students must have a
4.30	Are students Yes	who are not m	aking satisfactory academic progress at the end of the second year dismissed? Not Applicable (all programs are less than two years)	
4.31	Are qualitativ ✓ Yes	e and quantita	ntive components evaluated cumulatively for all periods of a student's enrollment	ent?
4.32	Are students	allowed to ren	nain on financial aid while under warning status? Not Applicable (campus does not participate in financial aid)	
	If Yes, is the s ⊠ Yes	student inform	ed of this policy?	
4.33			ls are granted due to mitigating circumstances placed on probation, eligibilitisfactory academic progress?	ity for financial aid reinstated and
4.34	circumstance	s?	ced in an extended-enrollment status denied eligibility for federal financia	
	Yes Yes	□ No	Not Applicable (campus does not have extended enrollment and/or do	es not participate in financial aid)
4.35	Do credits att	empted during	g the extended-enrollment status count toward the 1.5 times of normal program Not Applicable (campus does not have extended enrollment)	length?
4.36			ceeded one and one-half times the standard time frame and were awarded ions waived? Not Applicable (there is no such student)	the original credential, were any
4.37			ve a minimum CGPA of 2.0 or its equivalent upon graduation from all program	ns?

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4.38	Who is responsible for the administration of satisfactory academic progress, and what are this person't Mr. Fletcher Brown, registrar, is responsible for the administration of satisfactory academic progregies in Computer Networking, a bachelor's degree in Computer Network Management Administration, all from Westwood College. He has been working in academic registration since Westwood.	ress. Mr. Fletcher has an associate's and a master's degree in Business
4.39	Does the campus encourage and assist students who are experiencing difficulty in progressing satisfact Yes No	ctorily in their programs?
4.40	Does the campus finance any of the following? (Mark all that apply.) (a) ☒ Scholarships. (b) ☒ Grants. (c) ☒ Loans. (d) ☐ The campus does not offer scholarships, grants, and/or loans. (Skip to Question 4.42.)	
	If Yes for any item, does the campus properly identify all scholarship, grant, and loan programs? ☐ Yes ☐ No	
4,41	Does the campus fully disclose the terms, conditions, and application procedures regarding campus lits catalog? ☑ Yes □ No	loan, scholarship and grant programs in
4.42	Are all similarly circumstanced students who enrolled at the same time and in the same programs chan ☑ Yes ☐ No	rged the same tuition and fees?
4.43	Are tuition and fees clearly stated in the catalog? ☑ Yes ☐ No	
	If Yes, have students confirmed receiving a copy of the catalog? ☐ Yes ☐ No ☐ Not Applicable	
4,44	Do the financial records of students clearly show the following? (a) Charges. Yes No (b) Dates for the posting of tuition. Yes No (c) Fees. Yes No (d) Other charges. Yes No (e) Payments. Yes No (f) Dates of payment. Yes No (g) The balance after each transaction. Yes No	
4,45	Is the effective date listed on announcements of changes in tuition and fees? ☐ No ☐ Not Applicable (campus has not changed tuition or fees)	
4.46	Is the campus' refund policy published in the catalog? ☑ Yes ☐ No	
4.47	Is the refund policy fair, equitable, and applicable to all students? ☐ Yes ☐ No	

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4.48	Is the campus ☑ Yes	s following its stated refund policy?		
4.49	Does the cam	npus participate in Title IV financial aid? No (Skip to question 4.57)		
4,50	Mr. Adam W Whitacre has	nsible on-site for administering student financial aid, and what are this person's qualifications hitacre, director of student finance/student finance supervisor, is the on-site administrator is a bachelor's degree in Communication from the University of Colorado and has been which are in his current position.	responsible for financial aid. Mr.	
4.51	Is the person ⊠ Yes	who determines the amount of student awards not also responsible for disbursing those aw \square No	ards?	
4.52	Are final stud ⊠ Yes	lent financial aid award determinations made by administrative individuals who are <i>not</i> respo	nsible for recruitment?	
4.53	Is the finance changes in the Yes	ial aid administrator a member of a state, regional, or national financial aid association a e field?	and up to date on procedures and	
4.54	in professiona Mr. Whitacre regular updat	with the financial aid office stays current with regulation and policy changes in financial aid (included organizations held by this individual). The is a member of the National Association of Student Financial Aid Administrators (NA test from NASFAA regarding changes in policy and regulations with financial aid, which he ent company, provides weekly training sessions for all employees within the financial aid or	ASFAA). Mr. Whitacre receives communicates to his employees.	
4.55	Is there evide ⊠ Yes	ence that the financial aid administrator regularly participates in professional awareness activit No	ties?	
4.56	Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for coprograms and/or clock-to-credit hour programs, including conversion ratios? Yes No			
4.57	Does the cam	npus provide discounts for cash received in advance of the normal payment schedule? No (Skip to question 4.58.)		
4.58	orientation, e The campus topics include	student services offered by the campus such as, but not limited to, structured tutoring, acaden to. offers structured tutoring for all students. Student success workshops are available to studing time management, study skills, and navigating the learning management system. It who is responsible for providing academic advising and support for the first three terms.	lents and cover a wide variety of	
4.59	Are follow-uj graduates?	p studies on graduate and employer satisfaction conducted at specific measuring points follow No Not Applicable	ving the placement of the campus'	
4,60	qualifications Ms. Cassand Ms. Nicholl I	person on staff responsible for the oversight of counseling students on employment opportug? ra Nicholl, director of career services, is responsible for the oversight of counseling students a bachelor's degree in Sport Science from the University of Idaho and has been working the She was brought into her current role in 2013.	nts on employment opportunities.	
4.61	Does the cam	pus offer employment assistance to all students? No Do Applicable (campus enrolls only international students on a students)	ent visa)	

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4.62	Does the cam	pus use placement percentages or salary projections as par	rt of its recruiting activities?	
4.63		g enrollment on the most current Campus Accountability by a compared on the previous year's CAR is 2144	Report (CAR) is 2144	
4.64		able to verify the retention rate for the campus and for ea to the Council? No Not Applicable	ich program as reported on the Campu	us Accountability Report (CAR)
4.65	Åre students ☑ Yes	who receive financial aid counseled concerning their stude No Not Applicable (campus does not p		
4.66	When the ca	process the campus utilizes to ensure that students are countries determines a student is leaving, the student financin addition, former students receive an email from the ca	e advisors contact the student to disc	cuss repayment with their loan
4.67	The campus	extracurricular activities of the campus (if applicable). has a social media site called "In Circle" for current structurent students can create learning groups to support each		etwork and communicate with
4.68	Do all studen ⊠ Yes	s enrolled in master's degree programs possess a bachelor	r's degree?	
5. E	DUCAT	ONAL ACTIVITIES		
5.01	Are the crede	ntials awarded by the campus in compliance with its acc	reditation approval and in complianc	e with applicable state laws?
5.02	Ms. Aimee C Theatre, a m	ned to oversee the educational activities of all programs at allahan, the academic dean, is assigned to oversee the eduster's degree in Communication, a master's degree in Wyoming. She was named academic dean at this institution	lucational activities of all programs. S Education, and a doctoral degree in	he holds a bachelor's degree in
5.03	Does this per ⊠ Yes	son have appropriate academic or experiential qualification No	ns?	
5.04	and administ The team ver and administ	the campus makes provisions for program administrator ation of the programs. ified that the administration and program chairs have suff ation of programs. Each program chair participates in ar ified, there are systems in place for communication of rec	ficient authority and support in decision annual curriculum review and programmer.	on-making for the development
5,05	Is the time de ☑ Yes	voted to the administration of the educational programs su No	ufficient?	
5.06	Is there a pub	lished policy on the responsibility and authority of faculty No	in academic governance?	
5.07	(a) Develop⋉ Yes(b) Selection⋉ Yes	cy, at a minimum, address the role of the faculty in the followent of the educational program. No of course materials, instructional equipment and other ed No ic evaluation and revision of the curriculum. No		

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	(d) Assessment of student learning outcomes. ⊠ Yes □ No			
	(e) Planning for institutional effectiveness. ☑ Yes ☐ No			
5.08	Is there evidence that this policy has been adopted and faculty members are aware of it? ✓ Yes ☐ No			
5.09	Does the campus have any programs that require specialized or programmatic accreditation to obtain entry-level employment or licensure the state in which the campus is approved? Yes No (Skip to question 5.10)			
5.10	Does the campus have any programs with current specialized or programmatic accreditation? ☐ Yes ☐ No (Skip to question 5.14)			
5,14	Are the educational programs consistent with the campus' mission and the needs of its students? ☑ Yes ☐ No			
5.15	Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and of interested parties such as advisory committees? ☐ Yes ☐ No			
5.16	What provisions are made for individual differences among students? Each student is assigned an academic advisor to whom the student can go for individual issues. There are also faculty and peer tutors available, as well as subject-matter coaches. Students can pay to take an opt-out exam for most first- and second-year courses. Students passing the exam receive course credit, but the grade does not affect the student's GPA.			
5.17	Describe the system in place to evaluate, revise, and make changes to the curriculum. The team was able to verify a system is in place for curriculum assessment, evaluation, and revision. The program chairs meet with academic dean at least once per quarter to review the curriculum and make changes if needed.			
5.18	Does the faculty participate in this process? ☐ Yes ☐ No			
5.19	Is credit appropriately converted in relation to total student contact hours in each class? ☑ Yes ☐ No			
5.20	If the campus awards academic credit to students who demonstrate subject competency based on academic, occupational, or perso experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres? Yes No Not Applicable (campus does not award such credit)			
	If <i>Yes</i> , is there appropriate documentation of the assessments of knowledge, skills, or competencies required? Yes No Not Applicable (no student has made such a request)			
5.21	Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved? No No			
5.22	Are the following appropriate to adequately support the number and nature of the general education courses? (If only nondegree prograture offered with no general education courses, skip to 5.22) (a) Facilities. Yes No (b) Instructional equipment. Yes No (c) Resources. Yes No			

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	(d) Personne ⊠ Yes	el. No						
5,23	Does the cam	pus provide an environment for its faculty that is conducive to effective classroom instruction No	?					
5.24	Are the quant	tity and type of instructional materials and equipment proportionate to the size of the campus a No	and type of instructional materials and equipment proportionate to the size of the campus and types of programs?					
5.25	Based on the is the campus X Yes	team's observation of the instructional materials used, interviews with students and faculty, as in compliance with applicable licensing and copyright laws?						
5.26	Are official to	ranscripts for all qualifying credentials and for those credentials listed in the catalog on file for \[\sum No \]	all instructors?					
5.27	translated int Association o in the United		valuators (AICE) or the National					
5.28	☐ Yes Is there docur ☐ Yes	 No Not Applicable (no faculty members hold foreign credentials) mented evidence of a systematic program of in-service training at the campus? No 						
	If Yes, how is	this documented? n-service training sessions are held each quarter. Attendees have a certificate of attendance pla	aced in their faculty file.					
5.29		ence that appropriate faculty development plans have been developed and implemented annu- pleted activities listed on the plans?	ually, including documentation to					
		provided both 2013 and 2014 development plans. The 2014 plans held activities but little do 3 plans did contain documentation of the implementation of the plans.	ocumentation since the year is so					
5.30	Is there evide	nce that full-time and part-time instructors participate in regularly scheduled faculty meetings	7					
5.31	Is there an a programs? ⊠ Yes	dequate core of full- and/or part-time faculty to assure sound direction and continuity of	development for the educational					
5.32	Does the institu	ition utilize contracts and/or agreements with other institutions or entities? No						
5.33	Does the program include at least 10 semester hours, 15 quarter hours, or their equivalent and no more than 15 semester hours, 22 quarter hours, or their equivalent in general education or applied general education courses?							
5.34	Are the gener	eral education and/or applied general education courses relevant to the chosen degree, and do they meet Council standards?						
5.35	Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the Accreditation Criteria? Yes No							

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5.36	Does the pro ☑ Yes	gram include a minimum of 15 semester, 22.5 quarter hours, or their equivalent in general of No	education courses?
5.37		rams' general education courses meet Council standards in that the courses place emphasilications associated with a particular occupation?	s on principles and theory not on
5.38		one-half of all courses that are part of each associate's degree program taught by faculessional degrees, or bachelor's degrees plus professional certification?	lty members who have graduate
5.39	Does the pro ☑ Yes	gram include a minimum of 36 semester hours, 54 quarter hours, or their equivalent in gene No	eral education courses?
5.40	Do the progre	am's general education courses meet Council standards? ☐ No	
5.41		one-half of all lower-division subjects and all upper-division courses that are part of the bac bers who have graduate degrees, professional degrees, or bachelor's degrees plus profession No	
6.	EDUCAT	CIONAL FACILITIES	
6.01	and any other Westwood C their courses Administration	physical facility of the campus (include details such as campus location, square footage, district pertinent information). college online is 100% instruction online. Students access their online courses via MyPath, and Student Resources including the Library, online Tutoring Center, and other resources, we offices and other space is located on the second floor of a two story building located in 200 square feet to support the online administrative support and administrative staff. There accessible.	(Blackboard) and have access to a commercial district. This space
6.02	Does the can	npus utilize any additional space locations? ☑ No	
6.03	Does the cam	npus utilize campus additions? ⊠ No	
6.04	Are all facili offered? ⊠ Yes	ties (including additional space and campus additions) appropriate for the size of the stuc No	lent population and the programs
6,05	Are the follo campus addit (a) Equipme (b) Instruction (c) Yes (d) Yes (e) Machine (e) Yes	ent No onal tools No	s (including additional space and
6.06	Is there evide Yes	ence on file to show that all campus facilities are in compliance with fire, safety, and sanitation No Not Applicable	n regulations?

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7.	PU	JB	1.5	CA	HO	

7.01	What catalog was used during the evaluation (please include the year, number, and volume if appropriate)? The catalog used during the evaluation visit is the 2014 Academic Catalog Westwood College - Online, Volume 6 - No.1, Revised September 2013. With addendas dated 01/22/2014, 2/4/2014, 2/7/2014 and an additional addendum that will be effective 3/19/2014.
7.02	Does the self-study or additional location application part II accurately portray the campus? ☑ Yes ☐ No
7.03	Does the campus publish a catalog that is appropriately printed and bound and available to all enrolled students? ☑ Yes ☐ No
7.04	Yes
	 Yes □ No (q) A statement of the tuition, fees, and any other charges. Yes □ No
	 (r) A complete and accurate listing of all scholarships, grants, and/or loans offered. ☑ Yes ☐ No ☐ Not Applicable (no scholarships, grants, or loans offered) (s) The refund policy.

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	 ∑ Yes ☐ No (t) A statement describing the student services offered. ∑ Yes ☐ No (u) A student grievance policy that includes the name and address of ACICS (may be in the student handboth yes ☐ No ☐ Not Applicable (initial applicants only) 	ook instead of catalog).
	If No for any item, insert the section number in parentheses and explain: (Section 3-1-701 and Appendix C): The catalog does not contain an explanation of the grading system that appears on the transcript. The grading system that starts on page 49 of the catalog gives explanations of the not listed on the transcript to include proficiency (PR), transfer (TR), pass (P)/ no pass (N), incomplete course (R). Additionally, on page 153 of the catalog, other grades listed are audit (AU) and equivalent (EQ)	e following designations that are (I), withdraw (W), and repeated
	in the eatalog. On the transcript, an additional "other grade" of withdraw pass/no pass (WPN) has been statement to explain repeated courses and withdraw and transfer, but the statements do not mat provided an updated addendum but still lacked consistency between the catalog and transcript.	ated. There are statements on the
7.05	Does the campus offer degree programs? ☑ Yes ☐ No	
	If <i>Yes</i> , does the catalog contain the following? (a) An explanation of the course numbering system (for all levels).	
	 (b) Identification of courses that satisfy general education requirements (for occupational associate's, acad degrees only). ∑ Yes	lemic associate's, and bachelor's
	(c) Identification of courses that satisfy the concentration requirements (for academic associate's and bache	elor's degrees only).
7.06	Does the campus offer courses and/or programs via distance education? Yes No (Skip to Question 7.07.)	
	If Yes, does the catalog contain the following? (a) A description of each mode of delivery used for distance education courses. ☐ Yes ☐ No (b) Any additional or different admissions requirements for students taking distance education courses. ☐ Yes ☐ No ☐ Not Applicable (there are no additional or different admissions requirem (c) A description of any tests used to determine access to distance education. ☐ Yes ☐ No ☐ Not Applicable (no additional tests are given) (d) A description of the resources and equipment the students must have to avail themselves of distance education. ☐ Yes ☐ No	
	(e) Costs and fees associated specifically with distance education. ☐ Yes ☐ No ☐ Not Applicable (there are no additional costs and fees)	
	All courses and/or programs are offered online.	
7.07	Does the catalog contain an addendum/supplement? ☑ Yes ☐ No (Skip to Question 7.08.)	
	 (a) Is the catalog updated at an appropriate interval (the addendum/supplement should not be used a expectation)? ∑ Yes	as a substitute for meeting this
	(b) Does the addendum supplement include the school name, location, and effective date for the entire doci if effective dates vary)?	ument (or for individual sections
	⊠ Yes □ No	

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	(c) Do students receive a copy of the addendum/supplement with the catalog? ☑ Yes ☐ No	
7.08	Is the catalog available online? ☐ Yes ☐ No (Skip to Question 7.09.)	
	If Yes, does it match the hard copy version? ☑ Yes ☐ No	
7.09	Does the campus utilize a multiple-school catalog? ☐ Yes ☐ No (Skip to Question 7.10.)	
7.10	Is all advertising and promotional literature, through any type of media (social media, website, newspaper ☐ Yes ☐ No	rs, etc.), truthful and dignified?
7,11	Is the correct name of the campus listed in all advertising, web postings and promotional literature? ☑ Yes ☐ No	
7.12	Where does the campus advertise (publications, online, etc.)? The campus advertises online through their website, through direct mailers, flyers, newspapers and televited their website.	sīon.
	Are all print and electronic advertisements under acceptable headings? ☑ Yes ☐ No	
7.13	Does the campus use endorsements, commendations, or recommendations in its advertising? ☐ Yes ☐ No (Skip to Question 7.14.)	
7.14	Does the campus utilize services funded by third parties? ☐ Yes ☐ No (Skip to Question 7.15.)	
7.15	Does the campus avoid offering monetary incentives to attract students and avoid making guarantee graduates? ☐ Yes ☐ No	es for job placement or salary for
7.16	Is the phrase "for those who qualify" properly referenced in all advertising that mentions financial aid? Yes No Not Applicable (campus does not participate in financial aid)	
7.17	What institutional performance information does the campus routinely provide to the public? The institutional performance information that the campus provides to the public, includes inform graduation rates and placement rates.	nation on college completion and
	Where is this information published and how frequently is this information being updated? This information is published online and was updated for the 2012-2013 CAR.	
7.18	Does the catalog have a separate section describing the following:	
	(a) Program requirements ☐ Yes ☐ No (b) Admission procedures ☐ Yes ☐ No (c) Transfer policies ☐ Yes ☐ No (d) Graduation requirements ☐ Yes ☐ No (e) Regulations ☐ Yes ☐ No	

8.13

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	(f) Course descriptions ⊠ Yes □ No	
Comm	MENDATIONS: mendations are given for the website www.westwoodcollegesuccess.com and the booklet that was crideos that tell the story of graduates who have transformed their lives, families, and futures at Westwoodcollegesuccess.	
8. 1	LIBRARY, INSTRUCTIONAL RESOURCES, AND TEC	CHNOLOGY
8.01	Does the campus develop an adequate base of library resources? ☑ Yes ☐ No	
8.02	Does the campus ensure access of library resources to all faculty and students, including students \boxtimes Yes \square No	at nonmain campuses?
8.03	Does the campus provide training and support to faculty and students in utilizing library resprocess? ☑ Yes ☐ No	sources as an integral part of the learning
8.04	Are adequate staff provided to support the development, organization of the collection, and acc ☐ Yes ☐ No	eess of library resources?
8.05	Describe how the campus develops continuous assessment strategies for resources and information Faculty members report that they can recommend any new databases to add to the campus have faculty requesting resources. All holdings are electronic—with no hard copies of any resources.	oldings. The team reviewed e-mails from
	Are these methods appropriate? ☑ Yes ☐ No	
8.06	Is the library staff adequately trained to support the library? ☑ Yes ☐ No	
8.07	Is the campus' established annual budget appropriate to the size and scope of the campus and appropriately expended for the purchase of books, periodicals, library equipment, and other resc Yes \square No	
8.08	What is the amount of the current year's library budget excluding personnel allocations? The current year's library budget is \$21,065.	
8.09	What portion of the current year's library budget has been spent and how has the money been a A total of \$5,425 (26%) has been spent thus far-all on electronic databases.	llocated?
8.10	Is there evidence that the faculty have major involvement in the selection of library resources? \boxtimes Yes \square No	
8.11	Are the library hours adequate to accommodate the needs of all students? ☑ Yes ☐ No	
8,12	Describe how the faculty inspire, motivate, and direct student usage of the library resources? Faculty members confirmed that most courses require projects that require student usage of lireview of course syllabi.	ibrary resources. This was confirmed by a
	Are these methods appropriate? ☑ Yes ☐ No	

ED00025215

Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?

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	⊠ Yes	□ No	
	The database	es are organized online by subject area.	
8.14	Are records o	of physical and/or online resources and circulation accurate and up to date?	
8.15		y agreements are in effect, are the provisions appropriate, do they ensure practical use and tudent use documented? ☐ No ☐ Not Applicable (no interlibrary agreements)	l accessibility to the students, and is
8.16	The library i	full-text online collections available to students. includes several EBSCO databases, LexisNexis, and Proquest. The campus has recently demic Search Premier, which is critically useful for the MBA students.	y dropped five databases, including
8.17		ry physical holdings and /or full-text online collections up to date and adequate for the s nt in its educational programs?	ize of the campus and the breadth of
8.18	Does the libr ☑ Yes	rary collection include holdings in the humanities, arts, social sciences, and sciences, include No	uding mathematics?
8.19	Ms. Denise I	n-site librarian, what are this person's qualifications, and what are his or her hours on-site? Lord is the on-site librarian. She holds a master's degree in Library Science from the Unitian since February 2013. Her hours on-site are Monday-Wednesday from 9 a.m. until 5 p.m.	
	Yes (b) Facilitate Yes	ividual: se and manage the library and instructional resources? No e the integration of instructional resources into all phases of the campus's curricular and edu No udents in the use of instructional resources? No	ucational offerings?
8.20		iduals who supervise the library and assist students with library functions well-trained and the library technologies and resources? □ No	competent in both using and aiding
8.21	translated into	staff transcripts from campuses not accredited by agencies recognized by the United S o English and evaluated by a member of the National Association of Credential Evaluation S nal Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees No Not Applicable (staff do not hold foreign credentials)	Services (NACES) or the Association
8.22		ation on file to reflect the librarian's participation in professional growth activities?	
8.23	Are the hour	s the library is open adequate to accommodate the needs of all students?	
	Since this is	a completely electronic library, all resources are available all of the time.	
8.24		rary make available appropriate reference, research, and information resources to provi offerings and to enhance student learning?	de basic support for curricular and

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8.25	Are appropriate reference materials and periodicals available for all programs offered? ☐ Yes ☐ No	
8.26	Are the instructional resources organized for easy access, usage, and preservation? ☐ Yes ☐ No	
8.27	Is there a current inventory of instructional resources? ☑ Yes ☐ No	
8.28	Does the campus have appropriate and sufficient instructional resources, equipment, and materials objectives and the needs of its students? \square Yes \square No	to meet its educational program
8.29	Has the campus designated an individual with the ability to maintain the resources and to assist students ☑ Yes ☐ No	and faculty?
8.30	Do the resources include the study, reading, and information technology facilities necessary to support the and programs offered by the campus? ☑ Yes ☐ No	he effectiveness of all the courses
8.31	Is there a current inventory of instructional resources, including online resources? ⊠ Yes □ No	
8.32	Are the resources organized for easy access and usage? ☑ Yes ☐ No	
8.33	Is it evident that faculty encourages the use of the library? ☑ Yes ☐ No	
8.34	Do the library holdings, including online collections, support all of the offerings of the campus? ☑ Yes ☐ No	
8.35	Who is the on-site librarian, what are this person's qualifications, and what are his or her hours on-site? Ms. Denise Lord is the on-site librarian. She holds a master's degree in Library Science from the Universite librarian since February 2013. Her hours on-site are Monday-Wednesday from 9 a.m. until 5 p.m. until 10 p.m.	
	Does this individual: (a) Supervise and manage the library and instructional resources?	
	 (b) Facilitate the integration of instructional resources into all phases of the campus's curricular and educated Yes □ No (c) Assist students in the use of instructional resources? 	ational offerings?
	Yes No	
8.36	Are all individuals who supervise the library and assist students with library functions well-trained and coin the use of the library technologies and resources? ☑ Yes ☐ No	ompetent in both using and aiding
8.37	Have library staff transcripts from campuses not accredited by agencies recognized by the United Stat translated into English and evaluated by a member of the National Association of Credential Evaluation Ser of International Credential Evaluators (AICE) to determine the equivalency of the degrees to degrees aw	rvices (NACES) or the Association
	States? ☐ Yes ☐ No ☐ Not Applicable (staff do not hold foreign credentials)	

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8.38	Does the ind students in re	ividual who supervises and manages the library hold an M.L.S. degree or the equivalent, search?	with special qualifications to aid				
8.39	Is documenta	tion on file to evidence that the librarian regularly participates in professional growth activitie No	es?				
8.40		y hours, is there a professionally trained individual on duty who supervises the library d who is competent both to use and to aid in the use of the library technologies and resources. No					
8.41		y holdings exceed the requirements of the average student in order to encourage the interest to enrich the professional development of the faculty? ☐ No	ellectual development of superior				
8.42		lection include major professional journals and reference services, research and methodologies and facilities?	ogy materials, and as appropriate,				
8.43		ry holdings, including full-text online collections, up to date and adequate for the size of t its educational programs? No	he campus and the breadth of and				
8.44		resources does the campus provide to support a better understanding of scholarly research at the reviewed journals online support an understanding of scholarly research at the graduate l					
9.	PROGRAM EVALUATION						
	Bachelor's D	egree in Business Administration: Major in Management					
	Bachelor's D	egree in Business Administration: Major in Human Resource Managen	nent				
	Bachelor's D	egree in Business Administration: Major in Marketing Management					
	Bachelor's D	Bachelor's Degree in Business Administration: Major in Project Management					
	Bachelor's D	egree in Business Administration: Major in Accounting					
	Bachelor's Degree in Business Administration: Major in Healthcare Management						
	Bachelor's Degree in Business Administration: Major in Fashion Merchandising						
	Academic As	sociate's Degree in Business Administration					
	Master's Deg	ree in Business Administration					
9.01	Is licensure, c ☐ Yes	sertification or registration required to practice in the specific career field? No (Skip to question 9.02)					
9,02	Ms. Jennifer	ned to administer the academic program(s), and what are this person's qualifications? Dartt is the program chair for business. She has been in this position since May 2010. master's degree in Business Administration from Westwood College Online, and a master inversity.					
9.03	Does this ind	ividual possess appropriate academic or experiential qualifications?					

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9.04	Is there evide educational p		m administrator has sufficient authority and responsibility for the deve	elopment and administration of the
9,05	Are the time	and resources devot	ed to the administration of the educational program(s) sufficient?	
9.06	meet or exceed (a) Student in Yes	d- the standards for etention rate of 65% No lacement rate of 70	s of its students and the requirements of the Council, as shown by stuthe following areas: o (programs >1 year in length) OR 70% (programs ≤ 1 year in length)? Not Applicable (Additional Location Inclusion only) Not Applicable (Additional Location Inclusion only)	dent achievement outcomes which
	AC	ampus Effectivenes sceed Council requi	de one of the following: s Plan (CEP) that includes an improvement plan for this program with or rements?	lata, analysis and activities to meet
			for the retention percentages of the bachelor's major in Human Resound accement rate for the bachelor's major in Healthcare Management.	rce Management and the major in
9.07	Program adv	sory committee me	describe how they are utilized to enrich the program(s). eting minutes were reviewed, as was documentation of two guest speal gave other examples of the use of community resources.	kers within the past year. During a
9.08	Is the utilizati	on of community re	sources sufficient to enrich the program?	
9.09	Does the cur credential, or Yes		a well-organized sequence of appropriate subjects leading to an occ	cupational objective, an academic
9.10	Does the cata ⊠ Yes	log and/or other adv	ertising material such as brochures and web site, accurately describe the	program and its objectives?
9.11		rrangement between teria?	ica, externships, or internships, does the institution have a written an n the institution and the practicum site, including specific learning ob Not Applicable (these elements are not part of the program or no stud	jectives, course requirements, and
9.12	Does the prog	gram use independe No (Skip to q		
9,14	Are the curric	ulum and length of	the program appropriate to meet the educational and placement objective	es of the program?
9.15	Are course p	rerequisites approp	iate, are they identified in the catalog and on the course syllabi, and are	e they being followed?
9.16	(a) Title and	ourse description		

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	⊠ Yes □ No	
	(d) Instructional contact hours/credits	
	⊠ Yes □ No	
	(e) Learning objectives	
	⊠ Yes □ No	
	(f) Instructional materials and references	
	Yes No	
	(g) Topical outline of the course	
	Yes	
	(h) Instructional methods	
	⊠ Yes □ No	
	(i) Assessment criteria	
	⊠ Yes □ No	
	(j) Method of evaluating students	
	⊠ Yes □ No	
	(k) Date the syllabus was last reviewed	
	⊠ Yes □ No	
	For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit ho	ur programs only:
	(l) Out-of-class work assignments that support the learning objectives for the course	
	(m) A description of the minimum amount of time a student is expected to spend on completion of the work	assignments
		The state of the s
9.17	Do students confirm that they receive a course syllabus and that it is followed?	
	⊠ Yes □ No	
9.18	Are the courses available when needed by the student in the normal pursuit of a program of study?	
	⊠ Yes □ No	
9.19	Was the team able to verify the backup documentation to support the placement rate for the program(s)	as reported on the last Campus
	Accountability Report submitted to the Council?	ar token in a su dan kar dan kar
	Yes No Not Applicable (there have been no graduates)	
	How many calls to employers or graduates were attempted?	
	The following numbers of calls were attempted:	
	Bachelor's Degree in Business Administration: Major in Management: 6	
	Bachelor's Degree in Business Administration: Major in Marketing Management: 5	
	Bachelor's Degree in Business Administration: Major in Accounting: 3	
	Bachelor's Degree in Business Administration: Major in Accounting, 5 Bachelor's Degree in Business Administration: Major in Healthcare Management: 4	
	Bachelor's Degree in Business Administration: Major in Fashion Merchandising: 3	
	Academic Associate's Degree in Business Administration: 5	
	Master's Degree in Business Administration: 4	
	11	
	How many calls to employers or graduates were successful?	
	The following numbers of calls were successful:	
	Bachelor's Degree in Business Administration: Major in Management: 2	
	Bachelor's Degree in Business Administration: Major in Marketing Management: 2	
	Bachelor's Degree in Business Administration: Major in Accounting: 3	
	Bachelor's Degree in Business Administration: Major in Healthcare Management: 4	
	Bachelor's Degree in Business Administration: Major in Fashion Merchandising; 3	
	Academic Associate's Degree in Business Administration: 3	
	Master's Degree in Business Administration:3	
	How many of the suggestful contests confirmed the applicament of the graduate as congress on the CAP?	Diagna analain any diagnamana

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

The following numbers of calls confirmed employment as stated on the CAR:

chelor's Degree in Business Administration: Major in Management; 2 chelor's Degree in Business Administration: Major in Marketing Management; 2 chelor's Degree in Business Administration: Major in Healthcare Management; 2 chelor's Degree in Business Administration: Major in Healthcare Management; 2 chelor's Degree in Business Administration: Major in Fashin Merchandising; 3 cademic Associate's Degree in Business Administration; 3 As insert "Section 3-1-303(a)" in parentheses and explain: ction 3-1-303(a): The following 3 placements could not be verified, based on phone conversations with the following students: (6) (6) (6) (6) (7) (8) (8) (8) (8) (9) (9) (9) (9	Degree in Business Administration: Major in Marketing Management: 2 Degree in Business Administration: Major in Healthcare Management: 2 Degree in Business Administration: Major in Healthcare Management: 2 Degree in Business Administration: Major in Fashion Merchandising: 3 Associates Degree in Business Administration: 3 egree in Business Administration: 3 egree in Business Administration: 3 egree in Business Administration: 3 errection 3-1-303(a)" in parentheses and explain: 1-303(a)): The following 3 placements could not be verified, based on phone conversations with the following students:
ademic Associate's Degree in Business Administration: 3 aster's Degree in Business Administration: 3 No, insert "Section 3-1-303(a)" in parentheses and explain: retion 3-1-303(a)): The following 3 placements could not be verified, based on phone conversations with the following students: 6) (6) (6) (7) (8) (8) (9) (9) (9) (1) (1) (1) (2) (3) (4) (5) (6) (7) (8) (8) (9) (9) (9) (9) (1) (1) (1) (2) (1) (2) (3) (4) (5) (6) (7) (8) (8) (9) (9) (9) (1) (1) (1) (2) (1) (2) (3) (4) (5) (6) (7) (7) (8) (8) (9) (9) (9) (1) (1) (1) (2) (1) (2) (2) (3) (4) (5) (6) (7) (6) (8) (9) (9) (9) (9) (1) (1) (1) (1	Associate's Degree in Business Administration: 3 egree in Business Administration:3 rt "Section 3-1-303(a)" in parentheses and explain: 1-303(a)): The following 3 placements could not be verified, based on phone conversations with the following students:
as documentation on file to verify graduates classified on the CAR as "not available for placement"? Yes	nentation on file to verify graduates classified on the CAR as "not available for placement"?
6) as documentation on file to verify graduates classified on the CAR as "not available for placement"? Yes No Not Applicable No, insert "Section 3-1-303(a)" in parentheses and explain; ection 3-1-303(a): Documentation on file could not be verify graduates classified on the CAR as "not available for placement".	nentation on file to verify graduates classified on the CAR as "not available for placement"? ⊠ No □ Not Applicable
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ection 3-1-303(a)): Documentation on file could not be verify graduates classified on the CAR as "not available for placement	rt "Section 3-1-303(a)" in parentheses and explain:
(6)	

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	On page 2 of this document, there is an electronic signature from the student, dated for September 26, 201. There is an additional form titled, 'Employment Information', on this graduation form, there is a questi unable to work at this time due to the following reason: (check one)	
	The student has checked Continuing Education Continuing School: University of North Texas at Dallas Program: Business Start Date: August 27, 2013.	
	Additionally in the Graduation Packet, there is a Career Services Graduate File Review Form, that regulatory agency's policies regarding employment status coding, documentation required to substantiate employment." This document was signed by the VP, Student and Academic Services and the Manager of Company of the CP, Student and Academic Services and the Manager of Company of the CP, Student and Academic Services and the Manager of Company of the CP, Student and Academic Services and the Manager of Company of the CP, Student and Academic Services and the Manager of Company of the CP, Student and Academic Services and the Manager of Company of the CP, Student and Academic Services and the Manager of Company of the CP, Student and Academic Services and the Manager of Company of the CP, Student and Academic Services and the Manager of Company of the CP, Student and Academic Services and the Manager of CP, Student and Academic Services and the Manager of CP, Student and Academic Services and the Manager of CP, Student and Academic Services and the Manager of CP, Student and Academic Services and the Manager of CP, Student and Academic Services and the Manager of CP, Student and Services	coding, as well as verification of
	While the team was onsite, the Manager of Career Services, provided a way file with a conversation with 2014 from a Career Service Advisor to Ms. Tiffany Anderson, however, a telephone conversation with the of written documentation needed to support the continuing education waiver.	
9.21	Does the campus participate in Title IV financial aid? ⊠ Yes □ No (Skip to question 9.24)	
9.22	Does the campus' written procedures (as evidenced by their academic credit analysis) support the written phour as defined by the U.S. Department of Education for Title IV funding? Yes No Not Applicable (Clock hour programs only)	policy and definition of a credit
9.23	Is there evidence that out-of-class work or the equivalency is being evaluated? Yes No Not Applicable (Clock hour programs only)	
	If Yes, briefly describe the documentation of evaluation viewed on site. Faculty gradebooks online were reviewed that documented assessment of out-of-class work.	
9.24	Are the following appropriate to adequately support the number and nature of the program? (a) Facilities. Yes No (b) Instructional equipment. Yes No (c) Resources. Yes No (d) Personnel. Yes No	
9.25	Are the following elements appropriately incorporated into the instructional components of the program? (a) Systematic planning. Yes No (b) Well-defined instructional objectives. Yes No (c) The selection and use of appropriate and current learning materials. Yes No (d) Appropriate modes of instructional delivery. Yes No (e) The use of appropriate assessment strategies. Yes No (f) The use of appropriate experiences. Yes No	

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9.27		lty members' qualifications meet the minimum requirements outlined in the Access academically and experientially appropriate to the subject matter they teach and the level \(\subseteq \subseteq \text{No} \)	
9.28	Is the size of ⊠ Yes	the faculty appropriate to the total student enrollment?	
9.29	Is an adequat ⊠ Yes	e core of full- and part-time faculty employed to ensure sound direction and continuity o No	f development for the program?
9.30	Are teaching ⊠ Yes	loads reasonable? ☐ No	
9.38		r of hours required to complete the program at least 60 semester hours, 90 quarter hours remesters, six quarters, or the equivalent?	s, or their equivalent, earned over a
9.39	Is there a mir	nimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the at	ea of concentration?
9.40	Does the curr	riculum quantitatively and qualitatively approximate the standards at other collegiate inst	itutions offering the same degree?
9.41	Is enrollment ⊠ Yes	in the second academic year of the two-year program sufficient to support regularly scho	eduled classes?
9.42	Are the secon	nd-year courses based upon appropriate first-year prerequisites? No Not applicable	
9.43		r of hours required to complete the program at least 120 semester hours, 180 quarter hought semesters, 12 quarters, or the equivalent?	ars, or their equivalent, earned over
9.44	Is there a mir	nimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the ar	ea of concentration?
9.45		on offers only the last two years of the bachelor's degree program, do the catalog and all a ents for admission? No Not Applicable (institution offers all four years of the degree)	dvertising materials clearly describe
9.46	Does the curr	riculum quantitatively and qualitatively approximate the standards at other collegiate inst	itutions offering the same degree?
9.47	Is enrollment work?	in the third and fourth years of the bachelor's program sufficient to support regularl No Not Applicable (no students in the third and fourth years)	y scheduled classes and laboratory
9.48		and fourth-year courses based upon appropriate prerequisites?	
9.49		alified designated committee that includes students, faculty, administrators, and employ and maintenance of the graduate degree program?	ers that oversees the development,
9.50		med to oversee the administration of the master's program, and what are this person's qualif	ications?

/ER.	January 1, 2014	ACICS INITIAL, REEVALUATION, OR ADDITIONAL LOCATION INCLUSION REPORT	Page 33 of 71
	doctoral deg the Universi experience i	arks, program chair since November 2013, oversees the master's in Business Administrative in Business Administration from Argosy University, a master's degree in Adult Educaty of Phoenix, and a bachelor's degree in Theatre and Dance from the University of Wyor in education as an administrator, dean, and instructor. Dr. Park's position is 100% ac experiences qualify him to chair the program.	ation and Distance Learning from ming. He has 11 years combined
0.51	Does this per ⊠ Yes	rson have appropriate academic or experiential qualifications?	
,52	Is the time de ⊠ Yes	evoted to the administration of the educational programs sufficient?	
).53	Are the prog	ram, courses, and services appropriate to the institution's mission and to its specific goals and No	objectives?
0.54	Are the grade curricula?	uate program faculty directly involved in the development and modification of the master's No	s degree policies, procedures, and
9.55		er of hours required to complete the program at least 30 semester hours, 45 quarter hours, or at the graduate level; or at least 36 semester hours, 54 quarter hours, or their equivalent, of c t required.?	
0.56	Does the cur	riculum quantitatively and qualitatively approximate the standards at other collegiate institu	ations offering the same degree?
0.57	Is enrollmen ⊠ Yes	t in the master's program sufficient to support regularly scheduled classes and laboratory well. No	ork?
0.58	Are the cours	se prerequisites appropriate, and are they being followed?	
).59		y members possess a graduate degree in the field or related field of the courses they are teaminal degree? □ No	ching, and do a sufficient number
9.60	Does faculty Yes	possessing terminal degrees teach at least one-half of all graduate-level courses?	
0.61	Does the can	npus encourage graduate faculty members to engage in scholarly research and to publish in No	professional journals?
	Graduate fac findings and	e describe how the campus encourages scholarly activity: culty are encouraged to engage in scholarly research including attending conferences to pre- articles in academic journals verified by expectations listed in job descriptions, items on pre- on of activities, vitae of current faculty, and discussions with administrators.	
9.	PROGRA	AM EVALUATION	
	Bachelor of	Science in Interior Design	
	Associates in	Computer Aided Design/Architectural Drafting	
0.01	Is licensure, o ☐ Yes	certification or registration required to practice in the specific career field? No (Skip to question 9.02)	

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9.02	Who is assigned to administer the academic program(s), and what are this person's qualifications? Mr. Scott Dahl, is the Program Chair and is assigned to administer the academic duties associated with the Computer-Aided Design and Interior Design programs. He holds an associate's degree and bachelor's degree of Fine Arts in Industrial and Interior Design from Rochester Institute of Technology, a master's degree in Theatre History from The University of Albany and a master's degree of Fine Arts in Theatre from the University of Massachusetts. Mr. Dahl has been with Westwood College since 2006, he currently teaches two of the online courses. Prior to starting at Westwood College, Mr. Dahl worked at several firms that specialized in design and project management of theatres, commercial interiors, and exhibits.					
9.03	Does this individual possess appropriate academic or experiential qualifications? ☑ Yes ☐ No					
9.04	Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)? ☑ Yes ☐ No					
9.05	Are the time and resources devoted to the administration of the educational program(s) sufficient? ✓ Yes □ No					
9.06	Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas: (a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)? ☐ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only) (b) Student placement rate of 70%? ☐ Yes ☐ Not Applicable (Additional Location Inclusion only)					
	A Camp	us Effecti	provide one of the following: veness Plan (CEP) that includes an improvement plan for this program with requirements? To	data, analysis and activities to meet		
9.07	List the community resources and describe how they are utilized to enrich the program(s). Career Services has played an instrumental role by securing alumni and professionals to speak in a career management series of lectures that the students are encouraged to attend online. Several of the instructors post announcements that promote design competitions that offer students the opportunity to challenge their skills. A Program Advisory Committee compiled of a cross section of industry leaders throughout the country meet once a year to review the curriculum and make suggestions based on recent industry standards.					
9.08	Is the utilization of community resources sufficient to enrich the program? ☐ Yes ☐ No					
9.09	Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both? ☐ Yes ☐ No					
9.10	Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives? Yes \sum No					
9.11	For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria? Yes Not Applicable (these elements are not part of the program or no student is at the point of needing them)					
9,12	Does the program use independent studies? ☐ Yes ☐ No (Skip to question 9.14)					
9.14	Are the curriculum and length of the program appropriate to meet the educational and placement objectives of the program?					

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	⊠ Yes	□ No	
9.15	Are course p ⊠ Yes	rerequisites appropriate, are they identified in the catalog and on the course syllabi, and are	they being followed?
9.16	(a) Title and Yes (b) Course is Yes (c) Course is Yes (d) Instruction Yes (e) Learning Yes (f) Instruction Yes (g) Topical Yes (h) Instruction Yes (i) Assessin Yes (j) Method Yes (k) Date the Yes For Title IV (l) Out-of-condition Yes	□ No prerequisites and/or corequisites □ No ponal contact hours/credits □ No	n) k assignments
9.17	Do students ⊠ Yes	confirm that they receive a course syllabus and that it is followed?	
9.18	Are the cours	ses available when needed by the student in the normal pursuit of a program of study?	
9.19	Accountabili Yes How many c Academic as Bachelor's d How many c Academic as Bachelor's d How many c between the	n able to verify the backup documentation to support the placement rate for the program(sty Report submitted to the Council? No Not Applicable (there have been no graduates) alls to employers or graduates were attempted? sociate's degree program in Computer Aided Design/Architectural Drafting: (5) egree program in Interior Design: (8) alls to employers or graduates were successful? sociate's degree program in Computer Aided Design/Architectural Drafting: (3) egree program in Interior Design: (5) of the successful contacts confirmed the employment of the graduate as reported on the CAR number of successful contacts and confirmations. sociate's degree program in Computer Aided Design/Architectural Drafting: (3)	

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ACICS INITIAL, REEVALUATION, OR ADDITIONAL LOCATION INCLUSION REPORT VER. January 1, 2014 Page 36 of 71 Additionally, 6 students in the CADD/Interior Design programs, as listed in question 3.05 have attestations on file that could not be verified, (b)(6)9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"? No ☐ Not Applicable Does the campus participate in Title IV financial aid? 9.21 No (Skip to question 9.24) X Yes 9,22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding? X Yes No Not Applicable (Clock hour programs only) 9.23 Is there evidence that out-of-class work or the equivalency is being evaluated? Not Applicable (Clock hour programs only) No If Yes, briefly describe the documentation of evaluation viewed on site. The team was provided homework assignments and while talking with students, they advised they participate and complete homework assignments. 9.24 Are the following appropriate to adequately support the number and nature of the program? (a) Facilities. X Yes No (b) Instructional equipment. X Yes No (c) Resources. X Yes ☐ No (d) Personnel. ☐ No X Yes 9.25 Are the following elements appropriately incorporated into the instructional components of the program? (a) Systematic planning. X Yes ☐ No (b) Well-defined instructional objectives. X Yes No (c) The selection and use of appropriate and current learning materials. No X Yes (d) Appropriate modes of instructional delivery. X Yes ☐ No (e) The use of appropriate assessment strategies. No X Yes (f) The use of appropriate experiences. X Yes ☐ No Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their 9.27 qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded? X Yes ☐ No

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9.28			propriate to the total student enrollment?	
	⊠ Yes	□ No		
9.29	Is an adequat ⊠ Yes	e core of full-	and part-time faculty employed to ensure sound direction and continuity of	development for the program?
9.30	Are teaching ⊠ Yes	loads reasonal	ble?	
9.38			uired to complete the program at least 60 semester hours, 90 quarter hours, ix quarters, or the equivalent?	, or their equivalent, earned over a
9.39	Is there a mir ⊠ Yes	nimum of 30 s	emester hours, 45 quarter hours, or their equivalent in courses within the are	ea of concentration?
9.40	Does the curr	riculum quant	itatively and qualitatively approximate the standards at other collegiate institu-	tutions offering the same degree?
9.41	Is enrollment ⊠ Yes	in the second	academic year of the two-year program sufficient to support regularly sche	duled classes?
9.42	Are the secon	nd-year course	es based upon appropriate first-year prerequisites? Not applicable	
9.43			uired to complete the program at least 120 semester hours, 180 quarter hou, 12 quarters, or the equivalent?	rs, or their equivalent, earned over
9.44	Is there a mir ⊠ Yes	nimum of 60 s	emester hours, 90 quarter hours, or their equivalent in courses within the are	ea of concentration?
9.45		on offers only ents for admiss \[\] No	the last two years of the bachelor's degree program, do the catalog and all action? Not Applicable (institution offers all four years of the degree)	dvertising materials clearly describe
9.46	Does the curr	riculum quant	itatively and qualitatively approximate the standards at other collegiate institu	tutions offering the same degree?
9.47	Is enrollment work?	t in the third	and fourth years of the bachelor's program sufficient to support regularly	scheduled classes and laboratory
	⊠ Yes	☐ No	☐ Not Applicable (no students in the third and fourth years)	
9.48	Are the third- ☑ Yes	and fourth-y	ear courses based upon appropriate prerequisites?	
COM	MENDATION	e.		
COM	MENDATION	J.		

The Program Chair is very dedicated to the continual improvement of the program and has detailed plans to foster student growth through the use of industry resources, leveraging experienced faculty and online "best practices."

9. PROGRAM EVALUATION

Bachelor of Science in Visual Communications

VER. J	anuary 1, 2014	ACICS INITIA	AL, REEVALUATION, OR ADDITIONAL LOCATION INCLUSION REPORT	Page 38 of 71			
9.01	Is licensure, ce ☐ Yes		registration required to practice in the specific career field? to question 9.02)				
9.02	Ms. Kelly Goe including the b Florida, a back College of Art Prior to startin	thals, is the loachelor's degree nelor's degree and Design. g at Westwo	ter the academic program(s), and what are this person's qualifications? Program Chair and is assigned to administer the academic duties associate gree in Visual Communications. Ms. Goethal holds an associate's degree in Fine Arts from University of Central Florida, and a master's degree Ms. Goethals has been with Westwood College since 2004, she current od College, Ms. Goethals was an adjunct instructor at Broward Communications and photography.	e in Fine Art from University of West ee in Graphic Design from Savannah tily teaches two of the online courses.			
9,03	Does this indiv ☑ Yes	idual possess	s appropriate academic or experiential qualifications?				
9.04		Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)? Yes No					
9.05	Are the time ar ⊠ Yes	nd resources o	devoted to the administration of the educational program(s) sufficient?				
9.06	meet or exceed	the standard tention rate o	needs of its students and the requirements of the Council, as shown by ds for the following areas: f 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length Not Applicable (Additional Location Inclusion only) of 70%? Not Applicable (Additional Location Inclusion only)				
	A Car	npus Effectiveed Council	provide one of the following: veness Plan (CEP) that includes an improvement plan for this program wi requirements?	ith data, analysis and activities to meet			
9.07	Career Services the students are students the o	s has played a e encouraged pportunity to	es and describe how they are utilized to enrich the program(s). an instrumental role by securing alumni and professionals to speak in a car d to attend on-line. Several of the instructors post announcements that p o challenge their skills. A Program Advisory Committee compiled o t once a year to review the curriculum and make suggestions based on rece	romote design competitions that offer of a cross section of industry leaders			
9.08	Is the utilizatio ☑ Yes	n of commun	nity resources sufficient to enrich the program?				
9.09	Does the curricredential, or b		ence a well-organized sequence of appropriate subjects leading to an	occupational objective, an academic			
9.10	Does the catalo	og and/or othe	er advertising material such as brochures and web site, accurately describe	the program and its objectives?			
9.11		rangement be	practica, externships, or internships, does the institution have a written etween the institution and the practicum site, including specific learning Not Applicable (these elements are not part of the program or no second	g objectives, course requirements, and			
9.12	Does the progra		pendent studies? to question 9.14)				

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9,14	Are the curric	culum and length of the program appropriate to meet the educational and placement objectives No	of the program?
9.15	Are course p	rerequisites appropriate, are they identified in the catalog and on the course syllabi, and are \[\sum \cong \c	they being followed?
9.16	(a) Title and Yes (b) Course of Yes (c) Course of Yes (d) Instruction Yes (e) Learning Yes (f) Instruction Yes (g) Topical of Yes (i) Assessm (i) Assessm (ii) Yes (ii) Method of Yes (k) Date the Yes (k) Date the Yes (l) Out-of-con Yes	☐ No prerequisites and/or corequisites ☐ No ponal contact hours/credits ☐ No) k assignments
9.17	Do students o ✓ Yes	confirm that they receive a course syllabus and that it is followed?	
9.18	Are the cours	ses available when needed by the student in the normal pursuit of a program of study? No	
9.19	Accountability Yes How many case a Bachelor's des How many case a Bachelor's des How many of between the research	n able to verify the backup documentation to support the placement rate for the program(s ty Report submitted to the Council? No Not Applicable (there have been no graduates) alls to employers or graduates were attempted? egree program in Visual Communications: (13) alls to employers or graduates were successful? egree program in Visual Communications: (6) of the successful contacts confirmed the employment of the graduate as reported on the CAR number of successful contacts and confirmations. egree program in Visual Communications: (6)	

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	Additionally, 4 students in the Visual Communications program, as listed in question 3.05 have attestations on file that could not be verified.
	(b)(6)
9.20	Was documentation on file to verify graduates classified on the CAR as "not available for placement"? ☑ Yes ☐ No ☐ Not Applicable
9.21	Does the campus participate in Title IV financial aid? ⊠ Yes □ No (Skip to question 9.24)
9.22	Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding? Yes No Not Applicable (Clock hour programs only)
9.23	Is there evidence that out-of-class work or the equivalency is being evaluated? ☐ Yes ☐ No ☐ Not Applicable (Clock hour programs only)
	If Yes, briefly describe the documentation of evaluation viewed on site. The team was provided copies of student homework. During interviews with students, they acknowledge they complete homework assignments.
9.24	Are the following appropriate to adequately support the number and nature of the program? (a) Facilities. Yes No (b) Instructional equipment. Yes No (c) Resources. Yes No (d) Personnel. Yes No
9.25	Are the following elements appropriately incorporated into the instructional components of the program? (a) Systematic planning. Yes No (b) Well-defined instructional objectives. Yes No (c) The selection and use of appropriate and current learning materials. Yes No (d) Appropriate modes of instructional delivery. Yes No (e) The use of appropriate assessment strategies. Yes No (f) The use of appropriate experiences. Yes No (g) No (h) The use of appropriate experiences.
9.27	Do the faculty members' qualifications meet the minimum requirements outlined in the <i>Accreditation Criteria</i> , and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded? Yes \square No
9.28	Is the size of the faculty appropriate to the total student enrollment? Yes No
9.29	Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program? Yes No

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9.30	Are teaching Yes	loads reasonab	e?			
9.43			ired to complete the pre 12 quarters, or the equi	ogram at least 120 semester hour valent?	s, 180 quarter hours, o	or their equivalent, earned over
9.44	Is there a min ✓ Yes	nimum of 60 se	mester hours, 90 quarte	er hours, or their equivalent in cou	irses within the area of	f concentration?
9.45		ion offers only ents for admissi No	on?	bachelor's degree program, do the institution offers all four years of		tising materials clearly describe
9.46	Does the cur ⊠ Yes	riculum quanti	atively and qualitatively	y approximate the standards at oth	her collegiate institution	ons offering the same degree?
9,47	work?			bachelor's program sufficient to		heduled classes and laboratory
	⊠ Yes	□ No	Not Applicable (no students in the third and fourth	years)	
9.48	Are the third ☑ Yes	- and fourth-ye ☐ No	ar courses based upon a	ppropriate prerequisites?		
The I	ually improve th	s very dedicate he program.	Wax 5	lents and faculty, her efforts to le	everage new technolog	gy and find innovative ways to
7.5			LUATION	Calina and Dillin	er e	
- 6				surance Coding and Billin	g	
19	Associate of	Applied Sci	ence in Medical Of	nce Management		
9.01	Is licensure, o ☐ Yes		egistration required to p to question 9.02)	ractice in the specific career field?	?	
9.02	Ms. Mary Ab associate of a program chai and Medical She is a Reg Aboutar also	poutar is the head applied science ir for the Medic Office Manage gistered Medica holds a certific	Ithcare program chair for in Medical Office Mana al Assisting program an ment programs. Ms. Arb I Assistant (RMA) thi	n(s), and what are this person's qua- or both the associate of applied sci- gement. She has been with Westw d then in May 2011 as the progra- boutar holds a bachelor's degree in rough the American Medical Tec- and Billing from the US Career had Coder since 2004.	ience in Medical Insura wood College since Dec im chair for the Medica in Health Care Administ chnologists (AMT), cu	cember of 2009, orginally as the al Insurance Coding and Billing stration from St. Leo University. arrent through April 2014. Ms.
9.03	Does this ind ⊠ Yes	lividual possess	appropriate academic or	r experiential qualifications?		
9.04	Is there evidence educational p		ogram administrator ha	s sufficient authority and respons	sibility for the develop	ment and administration of the
9.05	Are the time ⊠ Yes	and resources o	evoted to the administra	tion of the educational program(s)) sufficient?	

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9.06	meet or exceed (a) Student i Yes	ed-the standar	e needs of its students and the requirements of the Council, as shown by studes for the following areas: of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)? □ Not Applicable (Additional Location Inclusion only) of 70%? □ Not Applicable (Additional Location Inclusion only)	dent achievement outcomes which					
9.07	The institution Coding and I documentation also document	List the community resources and describe how they are utilized to enrich the program(s). The institution utilizes a Programmatic Advisory Committee (PAC) that combines the Medical Office Management and Medical Insurance Coding and Billing programs. The committee has met once on May 29, 2013 and has another one planned in the near future. There was documentation for a guest speaker on file. New webinars for the healthcare programs are being implemented February 18, 2014 and there is also documentation on the mypath.westwood.edu website under each syllabus' assignments tab for other community involvement projects that are class specific.							
9.08	Is the utilization of the second of the sec	ion of commu	nity resources sufficient to enrich the program?						
9.09	Does the cur credential, or Yes		ence a well-organized sequence of appropriate subjects leading to an occ	cupational objective, an academic					
9.10	Does the cata	alog and/or oth	er advertising material such as brochures and web site, accurately describe the	program and its objectives?					
9.11	outlines the a	For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria? Yes Not Applicable (these elements are not part of the program or no student is at the point of needing them)							
9.12	Does the prop		pendent studies? p to question 9.14)						
9.14	Are the curric	culum and leng	gth of the program appropriate to meet the educational and placement objective	es of the program?					
9.15	Are course p	rerequisites ar	opropriate, are they identified in the catalog and on the course syllabi, and ar	e they being followed?					
9.16	(a) Title and Yes (b) Course note Yes (c) Course point Yes (d) Instruction Yes (e) Learning Yes (f) Instruction Yes (g) Topical of Yes (h) Instruction Yes	course descri	nd/or corequisites ours/credits and references						

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	(i) Assessment criteria							
	⊠ Yes □ No							
	(j) Method of evaluating students							
	⊠ Yes □ No							
	(k) Date the syllabus was last reviewed							
	⊠ Yes □ No	P. I	Commence of the Commence of th					
	For Title IV participant campuses that have <u>lecture</u> courses in g (1) Out-of-class work assignments that support the learning obje		nour programs only:					
		ocation Inclusion OR clock hour program	m)					
	(m) A description of the minimum amount of time a student is ex							
		ocation Inclusion OR clock hour program						
9.17	Do students confirm that they receive a course syllabus and that	it is followed?						
	⊠ Yes □ No							
9.18	Are the courses available when needed by the student in the norm	nal pursuit of a program of study?						
	⊠ Yes □ No							
			ale Complete and the reservoir					
9.19	Was the team able to verify the backup documentation to supp	ort the placement rate for the program(s	s) as reported on the last Campus					
	Accountability Report submitted to the Council?	and the second district of						
	Yes No Not Applicable (there have be	en no graduates)						
	How many calls to employers or graduates were attempted?							
		How many calls to employers or graduates were attempted? There was one call attempted for the Associate of Applied Science in Medical Office Management.						
	There are no graduates for attempted calls in the Associate of App		ng and Billing.					
	How many calls to employers or graduates were successful?							
	There was one successful call for the Associate of Applied Science	e in Medical Office Management.						
	There are not any graduates in the Associate of Applied Science i	a Medical Insurance Coding and Billing	at this time.					
	How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy							
	between the number of successful contacts and confirmations.							
	Associate in Medical Office Management-0							
	If No, insert "Section 3-1-303(a)" in parentheses and explain:							
	(Section 3-1-303(a)): Although there was one successful contact	t for graduate from the Medical Office I	Management program the student					
	was not placed in field as attested by the institution. Following t							
	home health aid that does not work for any agency but takes on p							
	had been doing this for many years before obtaining her degree							
	skills include companionship, cooking, light housekeeping, transportation to physician appointments, and help with activities of daily livin							
	(ADL's). The student stated that she does not feel that the training she received from Westwood's Medical Office Management degree has							
	helped her prepare for this position. She previously obtained her bachelor of Healthcare Management from Westwood. Upon team review.							
	there is not a match for job description, title, or skills utilized allowing for an in-field placement of the graduate. The Medical Office							
	Management program specifically states in the catalogue, and through review of curriculum offered, that this degree is designed to manage							
	medical office operations and to teach and train students the skills necessary to work with doctors and their patients in a medical office							
	environment. Core curriculum classes include accounting, medical insurance and administrative procedures, principles of human resource							
	mananagement, and advanced medical office management, to n							
	topics and does not relate the skill set to afford a placement as in-	field in regards to a home health aid posit	tion.					
9.20	Was documentation on file to verify graduates classified on the C	AP as "not available for placement"?						
9.20	Yes No Not Applicable	AR as not available for placement?						
	E 100 Explicable							
9.21	Does the campus participate in Title IV financial aid?							
	Yes No (Skip to question 9.24)							

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9.22		npus' written procedures (as evidenced by their academic credit analysis) support the writted by the U.S. Department of Education for Title IV funding?	ten policy and definition of a credit
9.23	Is there evide Yes	ence that out-of-class work or the equivalency is being evaluated? No Not Applicable (Clock hour programs only)	
	Electronic gr The gradeboo Computer So Physiology	y describe the documentation of evaluation viewed on site. adebooks were reviewed randomly for the Medical Office Management and Medical Instead included: Computer Applications (ITCS101), College Mathematics (MATE offware Applications in Healthcare (MICB151), Healthcare Billing and Reimbursement (BIOL170), and Introduction to Health Information Technology (HINT110). Studies, and evaluation of progress for those objectives are being met and documented.	1107), Success Strategies (PDVE111), nt Systems (MICB240), Anatomy &
9.24	(a) Facilities✓ Yes	□ No onal equipment. □ No es. □ No	
9.25	(a) Systema	wing elements appropriately incorporated into the instructional components of the program tic planning. No fined instructional objectives. No ction and use of appropriate and current learning materials. No iate modes of instructional delivery. No of appropriate assessment strategies. No of appropriate experiences.	m?
9.27		alty members' qualifications meet the minimum requirements outlined in the Ads s academically and experientially appropriate to the subject matter they teach and the le \[\sum No \]	
9,28	Is the size of Yes	the faculty appropriate to the total student enrollment?	
9.29	Is an adequat	te core of full- and part-time faculty employed to ensure sound direction and continuity No	of development for the program?
9.30	Are teaching ⊠ Yes	loads reasonable?	
9.38		er of hours required to complete the program at least 60 semester hours, 90 quarter hour semesters, six quarters, or the equivalent?	rrs, or their equivalent, earned over a
9.39	Is there a min	nimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the	area of concentration?

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	⊠ Yes	□ No				
9.40	Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree? Yes No					
9.41	Is enrollment ☑ Yes	in the second academic year of the two-year program sufficient to support regularly No Not Applicable (no students in the second year)	scheduled classes?			
9.42	Are the secon	nd-year courses based upon appropriate first-year prerequisites? No Not applicable				
The te health althou	care programs. I gh geographics	S: o commend the institution for a well evidenced online layout in design, structure, and it is also to be commended that the institution has shown to have tried substantial and a may be a challenge. MEVALUATION				
		ssociate's Degree in Criminal Justice				
- 3		ssociate's Degree in Paralegal				
9.01	Is licensure, o	certification or registration required to practice in the specific career field? No (Skip to question 9.02)				
9.02	Dr. Mario G Westwood C	ned to administer the academic program(s), and what are this person's qualifications? iannoni is the program chair responsible for administering the academic program ollege Online. Dr. Giannoni holds a bachelor's degree and master's degree in Crimina IL, and a doctoral degree in Adult Continuing Education from Northern Illinois Univer	l/Social Justice from Lewis University in			
	Journalism fi	Dartt is the interim program chair responsible for administering the Paralegal program rom the University of Texas, Austin, TX; a master's degree in Business Administration CO; and a master's degree in Legal Studies from Texas State University in San Marcos.	ration from Westwood College Online.			
9.03	Does this ind	ividual possess appropriate academic or experiential qualifications?				
9.04	Is there evide educational p Yes	ence that the program administrator has sufficient authority and responsibility for the rogram(s)?	development and administration of the			
9.05	Are the time : ⊠ Yes	and resources devoted to the administration of the educational program(s) sufficient?				
9.06	meet or exceed (a) Student in Yes	gram meet the needs of its students and the requirements of the Council, as shown bed- the standards for the following areas: retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length) No ☐ Not Applicable (Additional Location Inclusion only) placement rate of 70%? ☐ Not Applicable (Additional Location Inclusion only)				
	AC	bes the campus provide one of the following: campus Effectiveness Plan (CEP) that includes an improvement plan for this program acceed Council requirements? Yes \sum \sum No	with data, analysis and activities to meet			

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9.07	List the com	nunity resource	es and describe how they ar	e utilized to enrich the program(s).			
	contact law e CJ381-Wom community,	inforcement ag en and Crimin through a chur	encies in their own commu nal Justice, students were ch or another criminal just	arces within several of its courses through projective for job shadowing, tours and career goal deassigned the project of locating a female affect program. After conducting interviews with we feedback through online threaded discussions.	evelopment. As an example, in course dolescent juvenile program, in their staff, students completed a reflection		
			utilizes community resourced Career Management in p	ees within its online courses through webinars, aralegal careers.	specific to course content, such as Fair		
9,08	Is the utilizat ☑ Yes	ion of commur	ity resources sufficient to e	nrich the program?			
9.09		Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both? Yes No					
9.10	Does the cata	alog and/or othe	er advertising material such	as brochures and web site, accurately describe	the program and its objectives?		
9.11		arrangement be	etween the institution and	nternships, does the institution have a written the practicum site, including specific learning see elements are not part of the program or no s	objectives, course requirements, and		
9.12	416 6 4 7	gram use indep	endent studies? to question 9.14)				
9.14	Are the curric	culum and leng	th of the program appropria	ate to meet the educational and placement object	tives of the program?		
9.15	Are course p ☑ Yes	rerequisites ap	propriate, are they identifie	ed in the catalog and on the course syllabi, and	are they being followed?		
9,16	(a) Title and Yes (b) Course r Yes (c) Course r Yes (d) Instructi Yes (e) Learning Yes (f) Instructi Yes (g) Topical Yes (h) Instructi Yes (i) Assessm Yes	d course descriped No numbers No orerequisites an No onal contact he No g objectives No onal materials No outline of the conal methods No	d/or corequisites ours/credits and references ourse	ourse that includes:			

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⊠ Yes For Tit (1) Ot ⊠ Yes (m) A ⊠ Yes	tle IV participant caut-of-class work ass No description of the many No	last reviewed ampuses that have lecture courses in credit hour programs or clock-to- ignments that support the learning objectives for the course Not Applicable (Additional Location Inclusion OR clock hour painimum amount of time a student is expected to spend on completion of Not Applicable (Additional Location Inclusion OR clock hour pamber in parentheses, list the courses, and explain:	program) the work assignments				
Do stud		hey receive a course syllabus and that it is followed?					
Are the ⊠ Yes		when needed by the student in the normal pursuit of a program of study	?				
Was th	ntability Report sub	ify the backup documentation to support the placement rate for the promitted to the Council? Not Applicable (there have been no graduates)	ogram(s) as reported on the last Campi				
The fol Acader	lowing number of c	vers or graduates were attempted? calls was made to employers for the following programs; see program in Criminal Justice: 5 ce in Paralegal: 9					
The fol Acader	How many calls to employers or graduates were successful? The following number of calls, by program was successful: Academic associate's degree program in Criminal Justice: 1 Academic associate's degree program in Paralegal: 4						
The fol Success	n the number of suc llowing number of s sful contacts confirm	ful contacts confirmed the employment of the graduate as reported on the contacts and confirmations. Successful contacts confirmed the employment of the graduates in the following employment for Criminal Justice: 1 ming employment for Paralegal: 4					
Additio		n the Criminal Justice and Paralegal programs, as listed in question 3.05	have attestations on file that could not				
(b)(6)							
	a	e to verify graduates classified on the CAR as "not available for placemer	and the same of th				

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9.21	Does the cam		ite in Title IV financial aid? rip to question 9.24)	
9.22			procedures (as evidenced by their academic credit analysis) support the writter S. Department of Education for Title IV funding? \[\sum \text{Not Applicable (Clock hour programs only)}\]	n policy and definition of a credit
9.23	Is there evide ⊠ Yes	ence that out-	of-class work or the equivalency is being evaluated? Not Applicable (Clock hour programs only)	
	Documentation class work we discussions,	on of evaluation of evaluation of evaluation of evaluation of the evaluation of evalua	documentation of evaluation viewed on site. tions in out-of-class work was viewed online for both the Criminal Justice a n various research focus topics presented by the instructors, to be complete flection papers or scenario-based presentations in PowerPoint, Students re readed discussions or in grade form, with evaluation.	ed by students outside the threaded
9.24	Are the follow (a) Facilities Yes (b) Instruction Yes (c) Resource Yes (d) Personne Yes	s. No onal equipme No es.	iate to adequately support the number and nature of the program?	
9.25	(a) Systema	tic planning. No fined instruct No ction and use No iate modes of Ano of appropriat	ional objectives. of appropriate and current learning materials. finstructional delivery. e assessment strategies.	
9.27			s' qualifications meet the minimum requirements outlined in the According and experientially appropriate to the subject matter they teach and the level	
9.28	Is the size of ⊠ Yes	the faculty a	ppropriate to the total student enrollment?	
9.29	Is an adequat ☑ Yes	te core of ful	l- and part-time faculty employed to ensure sound direction and continuity of	f development for the program?
9.30	Are teaching Yes	loads reason	able?	

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9.38		er of hours required to complete the program at least 60 semester hours, 90 quarter hours, or semesters, six quarters, or the equivalent?	or their equivalent, earned over a
9.39	Is there a min	nimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area \[\subseteq \text{No} \]	of concentration?
9.40	Does the cur	riculum quantitatively and qualitatively approximate the standards at other collegiate institution No	tions offering the same degree?
9.41	Is enrollment ☑ Yes	in the second academic year of the two-year program sufficient to support regularly schedu No Not Applicable (no students in the second year)	iled classes?
9.42	Are the secon	nd-year courses based upon appropriate first-year prerequisites? No Not applicable	
9.	PROGRA	AM EVALUATION	
	Bachelor's D	egree in Criminal Justice : Major in Administration legree in Criminal Justice: Major in Corrections legree in Criminal Justice: Major in Investigations	
9,01	Is licensure, o ☐ Yes	certification or registration required to practice in the specific career field? \square No (Skip to question 9.02)	
9.02	Dr. Mario G Giannoni hol	ned to administer the academic program(s), and what are this person's qualifications? iannoni is the program chair responsible for administering the academic program for the ds a doctoral degree in Adult Continuing Education from Northern Illinois University in Degree in Criminal/Social Justice from Lewis University in Romeoville, IL.	
9.03	Does this ind ☑ Yes	ividual possess appropriate academic or experiential qualifications?	
9.04	Is there evide educational p	ence that the program administrator has sufficient authority and responsibility for the development of the program (s)?	opment and administration of the
9.05	Are the time ⊠ Yes	and resources devoted to the administration of the educational program(s) sufficient?	
9,06	meet or exceed (a) Student	gram meet the needs of its students and the requirements of the Council, as shown by studed-the standards for the following areas: retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)? No □ Not Applicable (Additional Location Inclusion only) placement rate of 70%? No □ Not Applicable (Additional Location Inclusion only)	ent achievement outcomes which
	A C or e	bes the campus provide one of the following: Sampus Effectiveness Plan (CEP) that includes an improvement plan for this program with da exceed Council requirements? Yes \text{No} No	ta, analysis and activities to meet
9.07	The Criminal contact law e	nunity resources and describe how they are utilized to enrich the program(s). Justice program utilizes community resources within several of its courses through project as inforcement agencies in their own community for job shadowing, tours and career goal development agencies in their own community for job shadowing, tours and career goal development for the CJ Professional, students were assigned the project of contacting	opment. As an example, in course

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		in their community and interview cultural benefits and career goals. Students completed their experiences and receiving peer review feedback through online threaded discussions.	a reflection paper, after interview
9.08	Is the utilization of the Island Isl	ion of community resources sufficient to enrich the program?	
9.09	Does the cur credential, or Yes	rriculum evidence a well-organized sequence of appropriate subjects leading to an occ both?	upational objective, an academic
9.10	Does the cata Yes	log and/or other advertising material such as brochures and web site, accurately describe the No	program and its objectives?
9.11		s that include practica, externships, or internships, does the institution have a written and arrangement between the institution and the practicum site, including specific learning objectiva? No Not Applicable (these elements are not part of the program or no stude)	ectives, course requirements, and
9.12	Does the prog	gram use independent studies? No (Skip to question 9.14)	
9.14	Are the curric	culum and length of the program appropriate to meet the educational and placement objective No	es of the program?
9.15	Are course p	rerequisites appropriate, are they identified in the catalog and on the course syllabi, and are No	they being followed?
9.16	(a) Title and Yes (b) Course in Yes (c) Course in Yes (d) Instruction Yes (e) Learning Yes (f) Instruction Yes (g) Topical on Yes (h) Instruction Yes (i) Assessm (ii) Yes (iv) Out-of-course in Yes (iv) Yes (iv) Out-of-course in Yes (iv) Out-of-course in Yes (iv) Out-of-course in Yes (iv) Out-of-course in Yes	No orerequisites and/or corequisites No onal contact hours/credits No objectives No onal materials and references No outline of the course No onal methods No	n) rk assignments

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	Do students o ☑ Yes	confirm that they receive a course syllabus and that it is followed? ☐ No	
3	Are the cours	ies available when needed by the student in the normal pursuit of a program of study?	
		n able to verify the backup documentation to support the placement rate for the program(ty Report submitted to the Council? No Not Applicable (there have been no graduates)	s) as reported on the last Campus
	How many ca There were 1	alls to employers or graduates were attempted? 8 calls made to the employers.	
	How many ca There were 1	alls to employers or graduates were successful? 0 successful calls	
	between the r	f the successful contacts confirmed the employment of the graduate as reported on the CAl number of successful contacts and confirmations. successful calls.	R? Please explain any discrepancy
	(Section 3-1-	Section 3-1-303(a)" in parentheses and explain: 303(a): The team was not able to verify the backup documentation to support the placement ported during phone verification of job placements.	nt rate, in the field of study for the
	teens on prob student, that	laced based on skills matched stating she is (was) a youth advocate and child, family, and attorn in after school programs. Additionally, the school provided an employment verification lists job duties as works with teens on probation in after school program. No other documnifield/related).	n form that was self verified by the
	(b)(6)		

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	CRJS291 Criminal Justice Administration - This course examines the administration of the three compo	
	include personnel roles and functions, issues and practices, rights of criminal justice employees, labor criminal justice employees, labor relations, financial administration, study and scope of justice administration and practices. Upon successful completion of this course, students will be able to describe the conceptuative administration.	ration, and administrative principles
	Documentation from the website that was provided by the school includes information that JD Machir staff and maintain constant contact with technical experts throughout the Military/Law Enforcement comments.	
.20	Was documentation on file to verify graduates classified on the CAR as "not available for placement"? ☑ Yes ☐ No ☐ Not Applicable	
.21	Does the campus participate in Title IV financial aid? ⊠ Yes □ No (Skip to question 9.24)	
.22	Does the campus' written procedures (as evidenced by their academic credit analysis) support the written hour as defined by the U.S. Department of Education for Title IV funding? Yes No Not Applicable (Clock hour programs only)	policy and definition of a credit
.23	Is there evidence that out-of-class work or the equivalency is being evaluated? Yes No Not Applicable (Clock hour programs only)	
	If Yes, briefly describe the documentation of evaluation viewed on site. Documentation of evaluations in out-of-class work was viewed online for the Criminal Justice program various research focus topics presented by the instructors, to be completed by students outside the thread papers or scenario-based presentations in Powerpoint. Students received weekly instructor feedback discussions or in grade form, with evaluation.	ed discussions, in written reflection
2.24	Are the following appropriate to adequately support the number and nature of the program? (a) Facilities. Yes No (b) Instructional equipment. Yes No (c) Resources. Yes No (d) Personnel. Yes No	
2.25	Are the following elements appropriately incorporated into the instructional components of the program? (a) Systematic planning. Yes No (b) Well-defined instructional objectives. Yes No (c) The selection and use of appropriate and current learning materials. Yes No (d) Appropriate modes of instructional delivery. Yes No (e) The use of appropriate assessment strategies. Yes No (f) The use of appropriate experiences. Yes No	
.27	Do the faculty members' qualifications meet the minimum requirements outlined in the <i>Accrequalifications</i> academically and experientially appropriate to the subject matter they teach and the level Yes \square No	
.28	Is the size of the faculty appropriate to the total student enrollment?	

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	⊠ Yes	□ No	
9.29	Is an adequat ☑ Yes	te core of full- and part-time faculty employed to ensure sound direction and continuity of a	development for the program?
9.30	Are teaching ⊠ Yes	loads reasonable?	
9.43		er of hours required to complete the program at least 120 semester hours, 180 quarter hour ight semesters, 12 quarters, or the equivalent?	s, or their equivalent, earned over
9.44	Is there a min ✓ Yes	nimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area \sum No	a of concentration?
9.45		ion offers only the last two years of the bachelor's degree program, do the catalog and all advents for admission? No Not Applicable (institution offers all four years of the degree)	vertising materials clearly describe
9.46		riculum quantitatively and qualitatively approximate the standards at other collegiate institu	ations offering the same degree?
9.47	work?	t in the third and fourth years of the bachelor's program sufficient to support regularly No Not Applicable (no students in the third and fourth years)	scheduled classes and laboratory
9.48	✓ YesAre the third✓ Yes	 No Not Applicable (no students in the third and fourth years) and fourth-year courses based upon appropriate prerequisites? No 	
9.	PROGRA	AM EVALUATION	
		Science in Graphic Design: Animation	
	Bachelor of	Science in Graphic Design: Game Art	
	Bachelor of	Science in Graphic Design: Web Design	
	Bachelor of	Science in Software Development: Game Software Development	
	Associate of	Applied Science in Graphic Design: Animation	
9.01		ification or registration required to practice in the specific career field?	
	Yes	☑ No (Skip to question 9.02)	
9.02	Mr. Carey R. bachelor's de	ned to administer the academic program(s), and what are this person's qualifications? ichards is the program chair for the Game Art and Animation Department at Westwood Coegree in Art Studio from Colorado College in Colorado Springs, Colorado and a master's Regis University in Denver, Colorado. Mr. Richards owns and works in Media Arts for C	s degree in 3D Animation/Digital
	degree in Ae Polytechnic	eader is the program chair for the Game Software Department at Westwood College Onling rospace Engineering from Boston College in Boston, Mass. and a master's degree in Aeronau Institute in Troy, New York. Mr. Leader, also, is the Chief Programmer for Ideas Live as & manager from September 1997 to the present.	itical Engineering from Rensselear

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	Dr. Claire Boger is the program chair for the Web Design Department at Westwood College Online. Dr. B Visual Communications from the School of Visual Arts in New York, New York; a master's degree in C Visual Arts in New York, New York; and a Doctor of Philosophy in Education from Capella University in I	Computer Art from the School of
	Ms. Kelley Goethals is the program chair for the Graphic Design and Visual Communications Department, associate's degree in Art from the University of West Florida in Pensacola, Florida; a bachelor's degree in A Florida in Orlando, Florida; and a master's degree in Graphic Design from Savannah College of Art and Design from	Art from the University of Central
9.03	Does this individual possess appropriate academic or experiential qualifications? ☑ Yes ☐ No	
9.04	Is there evidence that the program administrator has sufficient authority and responsibility for the development of the develo	opment and administration of the
9.05	Are the time and resources devoted to the administration of the educational program(s) sufficient? ✓ Yes ☐ No	
9,06	Does the program meet the needs of its students and the requirements of the Council, as shown by stude meet or exceed- the standards for the following areas: (a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)? ☐ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only) (b) Student placement rate of 70%? ☐ Yes ☐ Not Applicable (Additional Location Inclusion only)	ent achievement outcomes which
	If No, does the campus provide one of the following: A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with day or exceed Council requirements? ⊠ Yes □ No	ta, analysis and activities to meet
9.07	List the community resources and describe how they are utilized to enrich the program(s). The team confirmed the programs utilize their Program Activities Committee (PAC) to provide ex concentration. The programs, also, utilized guest speakers who login online with the students. These resinsight from professionals, doing business in the field to ensure the students are learning the necessary sk respective areas, as well as, their respective locations.	ources provide the students with
9.08	Is the utilization of community resources sufficient to enrich the program? ☑ Yes ☐ No	
9.09	Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occup credential, or both? ☑ Yes ☐ No	pational objective, an academic
9,10	Does the catalog and/or other advertising material such as brochures and web site, accurately describe the property Yes ☐ No	rogram and its objectives?
9.11	For programs that include practica, externships, or internships, does the institution have a written and outlines the arrangement between the institution and the practicum site, including specific learning objectivation criteria? Yes Not Applicable (these elements are not part of the program or no students)	ctives, course requirements, and
9.12	Does the program use independent studies? ☐ Yes ☐ No (Skip to question 9.14)	
9.14	Are the curriculum and length of the program appropriate to meet the educational and placement objectives ☐ No	of the program?

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9.15	Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and are the Yes ☐ No	ey being followed?	
9.16	Is an appropriately detailed syllabus on file for each course that includes: (a) Title and course descriptions		
	⊠ Yes □ No		
	(b) Course numbers		
	⊠ Yes □ No		
	(c) Course prerequisites and/or corequisites		
	 ✓ Yes ✓ No (d) Instructional contact hours/credits 		
	Yes No		
	(e) Learning objectives		
	Yes No		
	(f) Instructional materials and references		
	⊠ Yes □ No		
	(g) Topical outline of the course		
	⊠ Yes □ No		
	(h) Instructional methods		
	∑ Yes □ No		
	(i) Assessment criteria ⊠ Yes □ No		
	(j) Method of evaluating students		
	Yes No		
	(k) Date the syllabus was last reviewed		
	⊠ Yes □ No		
	For Title IV participant campuses that have <u>lecture</u> courses in <u>credit hour programs</u> or <u>clock-to-credit ho</u>	ur programs only:	
	(l) Out-of-class work assignments that support the learning objectives for the course		
	Yes No Not Applicable (Additional Location Inclusion OR clock hour program)	marken service	
	(m) A description of the minimum amount of time a student is expected to spend on completion of the work ☐ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program)	assignments	
	Yes Not Applicable (Additional Location inclusion Ok clock flour program)		
9.17	Do students confirm that they receive a course syllabus and that it is followed?		
	⊠ Yes □ No		
9.18	Are the courses available when needed by the student in the normal pursuit of a program of study?		
	⊠ Yes □ No		
9.19	Was the team able to verify the backup documentation to support the placement rate for the program(s)	as reported on the last Carr	npus
	Accountability Report submitted to the Council?		
	Yes No Not Applicable (there have been no graduates)		
	How many calls to employers or graduates were attempted?		
	Academic associate's degree program in Graphic Design: 6		
	Bachelor's degree program in Graphic Design-Animation: 3		
	Bachelor's degree program in Graphic Design-Game Art: 4 Bachelor's degree program in Graphic Design-Web Design: 4		
	Bachelor's degree program in Software Development-Game Software: 6		
	How many calls to employers or graduates were successful?		
	Academic associate's degree program in Graphic Design: 3		
	Bachelor's degree program in Graphic Design-Animation: I		
	Bachelor's degree program in Graphic Design-Game Art: 2		
	Bachelor's degree program in Graphic Design-Web Design: 2		
	Bachelor's degree program in Software Development-Game Software: 3		

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	How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations. Academic associate's degree program in Graphic Design:3 Bachelor's degree program in Graphic Design-Animation:1 Bachelor's degree program in Graphic Design-Game Art:2 Bachelor's degree program in Graphic Design-Web Design:2 Bachelor's degree program in Software Development-Game Software:3 Additionally, 18 students in the various Graphic Design programs, as listed in question 3.05 have attestations on file that could not be verified.
	(b)(6)
9.20	Was documentation on file to verify graduates classified on the CAR as "not available for placement"? ☑ Yes ☐ No ☐ Not Applicable
9.21	Does the campus participate in Title IV financial aid? ⊠ Yes □ No (Skip to question 9.24)
9.22	Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding? Yes No Not Applicable (Clock hour programs only)
9.23	Is there evidence that out-of-class work or the equivalency is being evaluated? Yes No Not Applicable (Clock hour programs only) If Yes, briefly describe the documentation of evaluation viewed on site. The Team evaluated student's homework, which was appropriate for the subject matter and consistent with the requirement, as defined on the respective program's course syllabi.
9.24	Are the following appropriate to adequately support the number and nature of the program? (a) Facilities. Yes No (b) Instructional equipment. Yes No (c) Resources. Yes No (d) Personnel. Yes No
9.25	Are the following elements appropriately incorporated into the instructional components of the program? (a) Systematic planning. Yes No (b) Well-defined instructional objectives. Yes No (c) The selection and use of appropriate and current learning materials. Yes No (d) Appropriate modes of instructional delivery. Yes No (e) The use of appropriate assessment strategies. Yes No (f) The use of appropriate experiences. Yes No

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9.27			' qualifications meet the minimum requirements outlined in the Accre y and experientially appropriate to the subject matter they teach and the level	
9.28	Is the size of ⊠ Yes	the faculty ap	propriate to the total student enrollment?	
9.29	Is an adequat ⊠ Yes	e core of full-	and part-time faculty employed to ensure sound direction and continuity of	development for the program?
9.30	Are teaching ⊠ Yes	loads reasona	ble?	
9.38			quired to complete the program at least 60 semester hours, 90 quarter hours, ix quarters, or the equivalent?	or their equivalent, earned over a
9.39	Is there a min ✓ Yes	imum of 30 s	semester hours, 45 quarter hours, or their equivalent in courses within the are	a of concentration?
9.40	Does the curr ☑ Yes	iculum quant	itatively and qualitatively approximate the standards at other collegiate instit	utions offering the same degree?
9.41	Is enrollment ☑ Yes	in the second	l academic year of the two-year program sufficient to support regularly sched	duled classes?
9.42	Are the secon ☑ Yes	nd-year course	es based upon appropriate first-year prerequisites? Not applicable	
9.43			uired to complete the program at least 120 semester hours, 180 quarter hours, 12 quarters, or the equivalent?	rs, or their equivalent, earned over
9.44	Is there a min ✓ Yes	nimum of 60 s	semester hours, 90 quarter hours, or their equivalent in courses within the are	a of concentration?
9.45	If the instituti the requireme Yes		the last two years of the bachelor's degree program, do the catalog and all adsion? Not Applicable (institution offers all four years of the degree)	vertising materials clearly describe
9.46	Does the curr	riculum quant	itatively and qualitatively approximate the standards at other collegiate instit	utions offering the same degree?
9.47	Is enrollment work?	in the third	and fourth years of the bachelor's program sufficient to support regularly	scheduled classes and laboratory
	⊠ Yes	☐ No	Not Applicable (no students in the third and fourth years)	
9.48	Are the third- ⊠ Yes	and fourth-y	ear courses based upon appropriate prerequisites?	
GEN	NERAL COMMI	ENTS:		

The Team found the program was, generally, well-conceived, directed, and taught,

COMMENDATIONS:

This is a well-run campus with compatent, caring faculty, administration and staff, all dedicated to the single goal of student success.

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9. PROGRAM EVALUATION

Associate of Applied Science - Information Techn	alaas

	Associate of Applied Science - Information Technology
9.01	Is licensure, certification or registration required to practice in the specific career field? ☐ Yes ☐ No (Skip to question 9.02)
9.02	Who is assigned to administer the academic program(s), and what are this person's qualifications? Mr. Jared Spencer is the program chair for the information technology programs. Mr. Spencer holds a master's degree in Internet Information Systems from Robert Morris University, bachelor's degree in Information Systems Management from Robert Morris University, and an associate's degree in Accounting and business management from Jefferson Community College. He also has certifications in the following areas; A+, Network+, Linux+, Linux (LPIC-1), IBM's certifications in pSeries AIX Systems Administration and Certified Specialist AFS, MCSA Windows 2000 and Windows Server 2003, MCITP Enterprise Administrator, Windows Server 2008, and MCSE Windows Server 2012. In addition to his current position as program chair, Mr. Spencer has also been employed as a software engineer with IBM since 1998.
9.03	Does this individual possess appropriate academic or experiential qualifications? ☑ Yes ☐ No
9.04	Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)? Yes \sum No
9.05	Are the time and resources devoted to the administration of the educational program(s) sufficient? ☐ Yes ☐ No
9.06	Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas: (a) Student retention rate of 65% (programs > 1 year in length) OR 70% (programs ≤ 1 year in length)? ☐ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only) (b) Student placement rate of 70%? ☐ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only) If No, does the campus provide one of the following: A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements? ☐ Yes ☐ No
9,07	List the community resources and describe how they are utilized to enrich the program(s). Students are directed to attend webinars associated with the field of study. Adobe Connect is also use to allow guest speakers to communicate with students. The program chair and faculty members are using networking to identify additional guest speakers to conduct webinars and assist student in job search techniques.
9.08	Is the utilization of community resources sufficient to enrich the program? ☑ Yes ☐ No
9.09	Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both? ▼ Yes □ No
9.10	Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives? Yes No
9.11	For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?

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	Yes	□ No	Not Applicable (these elements are not part of the program or no students)	ent is at the point of needing them)
9.12	Does the pro		pendent studies? ip to question 9.14)	
9.14	Are the curri	culum and len	gth of the program appropriate to meet the educational and placement objective	es of the program?
9.15	Are course p ☑ Yes	orerequisites a	ppropriate, are they identified in the catalog and on the course syllabi, and are	they being followed?
9.16	(a) Title and Yes (b) Course (c) Course (d) Instruction Yes (d) Instruction Yes (e) Learning Yes (f) Instruction Yes (g) Topical Yes (h) Instruction Yes (i) Assessm (i) Yes (j) Method Yes (k) Date the Yes (k) Date the Yes (l) Out-of-of-of-yes	d course descr No numbers No prerequisites a No ional contact h No g objectives No ional materials No outline of the No ional methods ional	nd/or corequisites ours/credits and references course	m) ork assignments
9.17	Do students	confirm that t	hey receive a course syllabus and that it is followed?	
9.18	Are the cour	ses available v	when needed by the student in the normal pursuit of a program of study?	
9.19			fy the backup documentation to support the placement rate for the program(mitted to the Council? Not Applicable (there have been no graduates)	s) as reported on the last Campus
			ers or graduates were attempted? ee program in information technology (IT-Other) 7	
	How many c	alls to employ	ers or graduates were successful?	

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	between the r	number of succes	contacts confirmed the employment of the graduate as reported sful contacts and confirmations. I the employment of the graduate as reported on the 2012 – 2013		
9.20	Was docume ⊠ Yes	ntation on file to	verify graduates classified on the CAR as "not available for place	ement"?	
9.21	Does the can ⊠ Yes	npus participate i	n Title IV financial aid? o question 9.24)		
9.22			cedures (as evidenced by their academic credit analysis) support to be partment of Education for Title IV funding? Not Applicable (Clock hour programs only)	the written policy and definition of a credit	
9.23	Is there evide ⊠ Yes	ence that out-of-c	lass work or the equivalency is being evaluated? Not Applicable (Clock hour programs only)		
	The team wa	is provided acce	cumentation of evaluation viewed on site. ss to the online grade book and student homework assignment ork assignments.	ts. During interviews with the students, they	
9.24	Are the following appropriate to adequately support the number and nature of the program? (a) Facilities. Yes No (b) Instructional equipment. Yes No (c) Resources. Yes No (d) Personnel. Yes No				
9,25	Are the following elements appropriately incorporated into the instructional components of the program? (a) Systematic planning. Yes No (b) Well-defined instructional objectives. Yes No (c) The selection and use of appropriate and current learning materials. Yes No (d) Appropriate modes of instructional delivery. Yes No (e) The use of appropriate assessment strategies. Yes No (f) The use of appropriate experiences. Yes No				
9.27			qualifications meet the minimum requirements outlined in nd experientially appropriate to the subject matter they teach an		
9.28	Is the size of ⊠ Yes	the faculty appr	opriate to the total student enrollment?		
9.29	Is an adequat ⊠ Yes	te core of full- a	nd part-time faculty employed to ensure sound direction and cor	atinuity of development for the program?	
0.30	Ara tanahina	loade reaconable	2		

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	⊠ Yes	□No					
9.38		r of hours required to complete the program at least 60 semester hours, 90 quarter hours, or semesters, six quarters, or the equivalent?	r their equivalent, earned over a				
9.39	Is there a mir ⊠ Yes	nimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area No	of concentration?				
9.40	Does the curr	riculum quantitatively and qualitatively approximate the standards at other collegiate institut No	ulum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?				
9.41	Is enrollment ⊠ Yes	nt in the second academic year of the two-year program sufficient to support regularly scheduled classes? No Not Applicable (no students in the second year)					
9.42	Are the secon	nd-year courses based upon appropriate first-year prerequisites? No Not applicable					
GENI	ERAL COMMI	ENTS:					
Overa	ll students and f	aculty members are satisfied with the quality of education. The access to certifications trainin he students learning.	g and instructors' expertise in the				
9.	PROGRA	M EVALUATION					
1	Bachelor Deg	gree in Network Management					
	Bachelor Deg	gree in Systems Security					
		gree in Computer Forensics					
(Occupationa	Associates in Information and Network Technologies					
9.01	Is licensure, o ☐ Yes	e, certification or registration required to practice in the specific career field? No (Skip to question 9.02)					
9.02	Mr. Jared Sp Information University, a certifications and Certified and MCSE V	need to administer the academic program(s), and what are this person's qualifications? Dencer is the program chair for the information technology programs. Mr. Spencer hold Systems from Robert Morris University, bachelor's degree in Information Systems Mr. and an associate's degree in Accounting and business management from Jefferson Co in the following areas; A+, Network+, Linux+, Linux (LPIC-1), IBM's certifications in pSer Specialist AFS, MCSA Windows 2000 and Windows Server 2003, MCITP Enterprise Admindows Server 2012. In addition to his current position as program chair, Mr. Spencer has a IBM since 1998.	anagement from Robert Morris mmunity College. He also has ries AIX Systems Administration inistrator, Windows Server 2008,				
9.03	Does this ind ⊠ Yes	ividual possess appropriate academic or experiential qualifications?					
9.04	Is there evide educational p Yes	ence that the program administrator has sufficient authority and responsibility for the develorogram(s)?	pment and administration of the				
9.05	Are the time a	and resources devoted to the administration of the educational program(s) sufficient?					
9.06	meet or exceed (a) Student 1 Yes	gram meet the needs of its students and the requirements of the Council, as shown by studed-the standards for the following areas: etention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)? No □ Not Applicable (Additional Location Inclusion only) blacement rate of 70%?	ent achievement outcomes which				

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	⊠ Yes	□ No	☐ Not Applicable (Additional Location Inclusion only)		
	A C or e	ampus Effecti	provide one of the following: veness Plan (CEP) that includes an improvement plan for this program with or requirements?	data, analysis and activities to meet	
		ion technology tion rate standa	y - forensics program has a retention rate of 59%. The other bachelor program ard.	ns that have students enrolled have	
9.07	List the community resources and describe how they are utilized to enrich the program(s). Students are directed to attend webinars associated with the field of study. Adobe Connect is also use to allow guest speakers communicate with students. The program chair and faculty members are using networking to identify additional guest speakers to conduct webinars and assist student in job search techniques			o use to allow guest speakers to dditional guest speakers to conduct	
9.08	Is the utilizat ⊠ Yes	ion of commun	nity resources sufficient to enrich the program?		
9,09		Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both? ∑ Yes □ No			
9.10	Does the cata ⊠ Yes	Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives? Yes No			
9,11	For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement to outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, a evaluation criteria? Yes Not Applicable (these elements are not part of the program or no student is at the point of needing the			jectives, course requirements, and	
9.12	Does the pro	e program use independent studies?			
9,14	Are the curric	culum and leng	gth of the program appropriate to meet the educational and placement objective	es of the program?	
9.15	Are course p	rerequisites ap	propriate, are they identified in the catalog and on the course syllabi, and are	e they being followed?	
9.16	(a) Title and Yes (b) Course r Yes (c) Course p Yes (d) Instructi Yes (e) Learning Yes (f) Instructi Yes (g) Topical Yes	l course descri	nd/or corequisites ours/credits and references		

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	y 1, 2014 AC	CICS INITIAL,	REEVALUATION, OR ADDITIONAL LOCATION INCLUSION REPORT	Page 63 of 71
	Method of ev Yes Date the sylla Yes Title IV parti Out-of-class	No raluating stud No abus was last No cipant camp work assignt	nuses that have lecture courses in credit hour programs or clock-to-crements that support the learning objectives for the course Not Applicable (Additional Location Inclusion OR clock hour programs)	gram)
	Color of the late of the Principles	of the mini	mum amount of time a student is expected to spend on completion of the Not Applicable (Additional Location Inclusion OR clock hour prog	
		rm that they No	receive a course syllabus and that it is followed?	
		vailable whe	en needed by the student in the normal pursuit of a program of study?	
Acc	countability Re		the backup documentation to support the placement rate for the prograted to the Council? Not Applicable (there have been no graduates)	nm(s) as reported on the last Campu
			or graduates were attempted? Information Technology - Forensics, Network Management, and System	ns Security: 10
			or graduates were successful? Information Technology - Systems Security: 1	
bet	ween the numb	er of succes	contacts confirmed the employment of the graduate as reported on the of sful contacts and confirmations. I the employment of the graduate as reported on the CAR.	CAR? Please explain any discrepanc
	ditionally, 23 s verified.	tudents in th	ne various Information Technology programs, as listed in question 3.05 l	have attestations on file that could no
(b)(6)				

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9,21	Does the cam ✓ Yes	npus participate in Title IV financial aid? ☐ No (Skip to question 9.24)	
9.22		npus' written procedures (as evidenced by their academic credit analysis) support the written ped by the U.S. Department of Education for Title IV funding? No Not Applicable (Clock hour programs only)	policy and definition of a credit
9.23	Is there evide Yes	ence that out-of-class work or the equivalency is being evaluated? No Not Applicable (Clock hour programs only)	
	The team wa	y describe the documentation of evaluation viewed on site. as provided homework assignments to review. During interviews with students and facussignments and requirements.	tly, the team was advised of the
9.24	(a) Facilities✓ Yes	□ No onal equipment. □ No es. □ No	
9.25	(a) Systema	wing elements appropriately incorporated into the instructional components of the program? tic planning. No fined instructional objectives. No ction and use of appropriate and current learning materials. No iate modes of instructional delivery. No of appropriate assessment strategies. No of appropriate experiences.	
9.26		ty assigned to teach in no more than three fields of instruction, with no more than five prepared No	arations?
9.27		alty members' qualifications meet the minimum requirements outlined in the <i>Accre</i> is academically and experientially appropriate to the subject matter they teach and the level \[\subsetent \text{No} \]	
9.28	Is the size of Yes	the faculty appropriate to the total student enrollment?	
9.29	Is an adequated Yes	te core of full- and part-time faculty employed to ensure sound direction and continuity of c No	development for the program?
9.30	Are teaching ☑ Yes	loads reasonable?	
9.31	Do all instruc	etors teach no more than 32 hours per week (except for an overload of one subject allowed wi	th additional compensation)?

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9.32	What is the	current student	/teacher ratio?			
		and the first of the control of the	ratio is 10:1 in the Occupational Associate's program in Information and Netw	ork Technologies.		
9.33	Is the currer	nt student-teacl	ner ratio reasonable for the mode of delivery and course content?			
9.34	Is the number of hours required to complete the occupational associate's degree at least 60 semester hours, 90 quarter hours, or 1800 clock hours or their equivalent, earned over a period of four semesters, six quarters, or the equivalent? Yes No					
9.35	Does the cu	rriculum quant	itatively and qualitatively approximate the standards at other collegiate institu	utions offering the same degree?		
9.36	Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes? Yes No Not Applicable (no students in the second year)					
9.37	Are the seco	ond-year cours	es based upon appropriate first-year prerequisites?			
9.38			quired to complete the program at least 60 semester hours, 90 quarter hours, ix quarters, or the equivalent?	or their equivalent, earned over a		
9.39	Is there a m ⊠ Yes	inimum of 30 s	semester hours, 45 quarter hours, or their equivalent in courses within the area	a of concentration?		
9.40	Does the cu	rriculum quant	itatively and qualitatively approximate the standards at other collegiate institu	utions offering the same degree?		
9.41	Is enrollmen ⊠ Yes	nt in the second	academic year of the two-year program sufficient to support regularly sched Not Applicable (no students in the second year)	duled classes?		
9.42	Are the seco	ond-year cours	es based upon appropriate first-year prerequisites? Not applicable			
9.43	Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent? Yes \sum No					
9.44	Is there a m ⊠ Yes	inimum of 60 s	semester hours, 90 quarter hours, or their equivalent in courses within the area	a of concentration?		
9.45	If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describ the requirements for admission? Yes No Not Applicable (institution offers all four years of the degree)					
9.46	Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree? Yes No					
9.47	Is enrollme work?	nt in the third	and fourth years of the bachelor's program sufficient to support regularly	scheduled classes and laboratory		
	⊠ Yes	□ No	☐ Not Applicable (no students in the third and fourth years)			
9.48	Are the third	d- and fourth-y	rear courses based upon appropriate prerequisites?			

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Overall	AL COMMENTS: students and faculty members are satisfied with the quality of education. The access to certifications training and instructors' expertise in the artly enhance the students learning.				
NON	TRADITIONAL EDUCATION				
	Distance Education				
	Self-Paced Instruction				
	Consortium Agreements				
H.01	Who is assigned to provide administration of the distance education activities at the institution, and what are this person's qualifications? Mr. Lou Pagano, chief operating officer of Westwood College Online (WCO), administrates the distance education activities. Mr. Paganholds a bachelor's degree in Electrical Engineering from SUNY at Buffalo and a master's degree in Engineering Management from National Technology University. He has held various executive level positions throughout the past 10 years at Westwood including campupresident and regional vice president. His position is 100% administrative.				
	Mr. Pagano is supported by Dr. Aimee Callahan, academic dean, who oversees the online curriculum in collaboration with the academi affairs curriculum design team members, program chairs, students, faculty, and academic operations managers. Dr. Callahan has a doctora degree in Adult Learning and Postsecondary Education; two master's degrees, one in Adult Learning and Postsecondary Education and on in Communication & Journalism; and a bachelor's degree in Theatre and Dance; all of her credentials are from the University Wyoming.				
H.02	Does this individual possess appropriate academic or experiential qualifications? ☑ Yes ☐ No				
H.03	Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of thi mode of delivery? Yes □ No				
H.04	Are the time and resources devoted to the administration of distance education sufficient? Yes No				
H.05	Did the institution receive approval from ACICS prior to using distance education as a mode of delivery? ☑ Yes ☐ No				
H.06	Does the institution have a plan to implement distance education instruction? Yes No				
	The WCO campus offers all of its programs exclusively online. Therefore, all academic and students services are provided through a asynchronous virtual environment with adequate on-ground facilities and telecommunications to support its operations.				

The course/program content and delivery format is developed by its parent company, Alta Colleges, Inc., central administration curriculum team whose members include master's prepared personnel with over 40 years of combined experience in instructional design including 25 years in online development. The team collaborates with subject-matter experts from each content area. Ultimately, WCO administrators and faculty, review, give feedback, and make recommendations to ensure curricula are aligned with and meeting WCO students' expectations and fulfilling its campus mission. A memorandum documents this system.

	students' expectations and fulfilling its campus mission. A
H.07	If the institution has a plan, does it include the following: (a) Rationale?
	∑ Yes □ No
	(b) Resources? ⊠ Yes □ No
	(c) Course/program objectives?
	⊠ Yes □ No
	(d) Course content?

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	✓ Yes(e) Student a✓ Yes	□ No assessment? □ No					
H.08	Does the inst ⊠ Yes	itution integrate	ution integrate this plan into the Campus Effectiveness Plan?				
H.09	Is the deliver Yes	y method appro	method appropriate for students and the curriculum? No				
H.10	Are admissio	n requirements	for distance education courses/programs identified by the institution? Not Applicable (no additional admissions requirements)				
			offers all of its programs exclusively online; therefore, there are no dis us on campus programs.	tinetions between its admissions			
H.11	If an admissio	dmissions test is required, is it administered in a manner which verifies the student's identity? No Not Applicable (no admissions test required)					
H.12		Does the institution make it clear in writing at the time of enrollment how the student's identity will be verified throughout the countries and program? Yes No No Not Applicable					
H,13		roes the institution make it clear in writing at the time of enrollment how the student's privacy will be protected in the identity erification process? ☑ Yes ☐ No					
H,14	Does the institution make it clear in writing at the time of enrollment if the student will be assessed any additional charges or fees associated with the verification of student identity? \boxtimes Yes \square No						
			n this information is disclosed. ges or fees associated with the verification of student identity.				
H.15		Do students confirm that the institution clearly and appropriately states any requirements they must possess or have access to in order to assess this mode of delivery during the admissions/enrollment process? Yes \sum No					
H.16	Does the institution provide an on-line orientation program to familiarize students with the equipment and resources used in the distance education activities? Yes \sum No						
H.17	Do syllabi ide ⊠ Yes	entify course lea	arning objectives and does each course learning objective support one or more	program learning outcomes?			
H.18	The followin provides dire responses for an instructor individual or	g strategies are ctives through which they rec and individua personal respo on of schedules	evide opportunities for interaction between faculty and students. It used to facilitate online faculty and student interaction: an "Announcement instructor postings; a threaded discussion forum in which students are requeive instructor feedback; and an assignment feature with a grade book link of student. In addition, students are encouraged to contact their instructories is needed; the instructor's contact information is accessible through the donline courses and 98% of the responses to a student questionnaire given	uired to post statements and peer that provides a dialogue between ors by email or telephone if an he course's home page. Access to			
	Are these opp ✓ Yes	ortunities suffic	cient and appropriate?				

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H.19	Describe how the courses provide opportunities for interaction among students.	
	Students interact with peers through threaded discussion forums that require direct responses to peers assignments that require dialogue among group members using email, telecommunications, or scheduled appropriate; and an email utility feature in each course that provides the ability to send group or individuals and observation of scheduled online courses and 97% of the responses to a student questionnaire given while these interactions.	face-to-face meetings if/as emails to peers. Access to
	Are these opportunities sufficient and appropriate? ☑ Yes ☐ No	
H.20	Does the institution demonstrate that the clock or credit hours required and awarded are appropriate for the degusing a thoroughly developed rationale? Yes No	rees and credentials offered
H.21	Is the curriculum administered in a way that maintains security of access? ☑ Yes ☐ No	
H.22	Describe the student identity verification method used by the campus. Students are assigned access to MyPath through the SMART student information system. When applicants are students they are assigned their own login information which allows them access to MyPath and their WCO estudent is "the student who enrolled at the campus." Page 71 of the 2014 Academic Catalog Westwood College explicitly outlines the "Prohibited Use of Information Technology Resources" for students; students are pronduring the online orientation.	mail. This login verifies the e-Online, Volume 6, NO. 1
	Is this method adequate? ☑ Yes ☐ No	
H.23	Does the institution employ academically and experientially credentialed faculty to teach online courses? ☑ Yes ☐ No	
H.24	Describe the institutions learning management system. The Blackboard learning management system is utilized to deliver WCO online courses. The campus refers MyPath is an institutional shell with a home page that enables students, faculty, and staff to connect to Black services, student resources, career services and other information and support through a single log in.	
H.25	Are the faculty properly trained to utilize the institutions learning management system for purposes of instru assessment? Yes No	ection, communication, and
H.26	Does the institution provide an accessible and reliable learning management system and technical support to instruction and learning? Yes No	effectively facilitate online
H.27	Does the institution demonstrate appropriate faculty student ratios to support:	
	 (a) Faculty and student interaction? ✓ Yes □ No (b) Facilitation of interaction among students? ✓ Yes □ No (c) Facilitation of interaction with curriculum content? ✓ Yes □ No 	
H.28	Is there evidence that appropriate faculty development plans have been developed and implemented on an an members teaching online courses, including documentation to support completed activities listed on the plans?	nual basis for those faculty

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VER. Ja	anuary 1, 2014 ACICS	S INITIAL,	REEVALUATION, OR ADDITIONAL LOCATION INCLUSION REPORT	Page 69 of 71			
H.29		Does the institution have adequate financial resources to support the courses/program(s)? Yes No					
H.30	as on ground student	Does the institution demonstrate that students taking online courses have access to the same or e equivalent library resources and support as on ground students? Yes \sum No					
Н.31	How does the institution orient online students to its learning management system, resources, and support services (including technical support)? Students are required to complete an online orientation prior to beginning coursework. The orientation is provided in a self-paced, online format accessible through MyPath. Students participate in activities which familiarize them with learning platform navigation, technical support access, student resource information and access, and student success lessons. The virtual workshop requires students to complete quizzes and graded assignments throughout the process. In response to a questionnaire given by the team while on-site, 92% of the student respondents confirmed they had participated in the orientation. A majority of students confirmed it helped them to navigate the system. Is this orientation adequate? Yes \sum \text{No}						
H.32		v areas: o ing? o o	support services for online students which are the same or equivalent to the same of equivalent				
H.33	Are the course learni Yes N	ng object	ives for online courses the same as the learning objectives for the same on N/A	-ground courses?			
	The WCO campus do	The WCO campus does not offer on-ground courses; therefore, there is no basis for or validity of comparison.					
H.34	Does assessment and ☐ Yes		ents demonstrate student achievement of course learning objectives?				
H.35	Does the institution document that it conducts the following: (a) Course/program evaluations (including assessments of educational outcomes)? ☐ Yes ☐ No (b) Student retention and placement? ☐ Yes ☐ No (c) Student satisfaction? ☐ Yes ☐ No (d) Faculty satisfaction? ☐ Yes ☐ No (e) Employer satisfaction? ☐ Yes ☐ No						
Н.36	Does the institution fully disclose what forms of instruction it uses in its catalog and web site and, when appropriate, in its advertising and promotional material? Yes \sum No						

GENERAL COMMENTS:

VER. January 1, 2014

ACICS INITIAL, REEVALUATION, OR ADDITIONAL LOCATION INCLUSION REPORT

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To obtain a robust sample of student and faculty perspectives who are engaged in an exclusively online, off-site environment, WCO students and faculty were invited via email to participate in an anonymous survey through SurveyMonkey®. Within a 24-hour period while the team was on-site, nearly 500 students and over 100 faculty members responded. Student responses to queries about orientation, reviewing syllabi and objectives, interactions with faculty and peers, and access to student services, resulted in a 97% positive response rating. Faculty member responses to queries about interactions with students, teaching approaches, administrative support, and use of community resources, resulted in a 98% positive response rating. Questions were objective with "yes/no" responses, and space was provided for brief comments. The data collected was deleted immediately following a review of the analyses generated by the site and the comments. The reliability of the surveys is comparable to on-site classroom visits, faculty meetings, and individual interviews. The validity of the responses is no greater than providing a sample of student and faculty perspectives about their WCO experiences.

SUMMARY

The institution is not in compliance with the Accreditation Criteria in the following areas:

Number	Citation	Summary Statement
1	(3-1-303(a))	The school does not keep adequate records as it relates to accreditation and licensure, or the CAR especially regarding placement, attestation, and waiver verification. (Pages 9, 29, 42, and 50).
2	(3-1-303(e))	The grading system is not fully explained on the transcript and is not consistent with that appearing in the catalog. (Page 9).
3	(3-1-701 and Appendix C)	The catalog does not contain an explanation of the grading system that is consistent with the one that appears on the transcript. The grading system that starts on page 49 of the catalog gives explanations of the following designations that are not listed on the transcript to include proficiency (PR), transfer (TR), pass (P)/ no pass (N), incomplete (I), withdraw (W), and repeated course (R). Additionally, on page 153 of the catalog, other grades listed are audit (AU) and equivalent (EQ), although neither are explained in the catalog. On the transcript, an additional "other grade" of withdraw pass/no pass (WPN) has been stated. There are statements on the transcript that attempt to explain repeated courses and withdraw and transfer, but the statements do not match the catalog. (Page 20).

RECOMMENDATIONS

The evaluation team offers the following recommendations for the institution's consideration (*These recommendations are not included in the report seen by the Council*):

It is the recommendation of the team, that multiple addenda be combined into one document with appropriate date headings for changes, to avoid accidental exclusion of separate sections.

The campus should renew its lapsed subscription to the EBSCO Master Search database to enhance student research resources in the undergraduate and graduate business programs.

VER. January 1, 2014 ACICS INITIAL, REEVALUATION, OR ADDITIONAL LOCATION INCLUSION REPORT

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Faculty suggested an interview process for students coming into the Computer Aided Design/Architectural Drafting program. This approach does not need to be stringent, such as a portfolio requirement but more of a casual conversation an inquiry into the individual's ideas on the industry and what is involved.

From: Ian Harazduk <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP

(FYDIBOHF23SPDLT)/RECIPIENTS/653BDA8A64144114820BFCBF53B7514E

-IHARAZDUK>

Sent: 10/15/2012 2:59:11 AM -0400

To: Lindsey Withem <EXCHANGELABS/EXCHANGE ADMINISTRATIVE GROUP

(FYDIBOHF23SPDLT)/RECIPIENTS/D26d82edd1994ae09e72ea230f19b02e-

lwithem>

Subject: FW: ITT Austin, TX (Oct. 9-10, 2012)
Attachments: ITT-Austin New Grant Report.doc

Lindsey,

Just making sure you got this...

Ian Harazduk

Manager, Compliance

Accrediting Council for Independent Colleges and Schools

750 First Street, NE, Suite 980

Washington, D.C. 20002

Tel: (202) 336-6795

Fax: (202) 842-2593

From: Judee Timm [mailto(b)(6) @mpc.edu]
Sent: Saturday, October 13, 2012 8:05 PM

To: Visit Reports

Subject: ITT Austin, TX (Oct. 9-10, 2012)

As per your request. Judee Timm

NEW GRANT

ITT TECHNICAL INSTITUTE

6630 Highway 290 East, Suite 150

Austin, TX 78723

ACICS ID Code: 00016037

Mr. W. Douglas Howard, Director (b)(6) (witt-tech.edu)

MAIN

ITT TECHNICAL INSTITUTE

Indianapolis, IN 46268

ACICS ID Code: 00016040

October 9-10, 2012

Dr. Judee Timm	Chair	Monterey Peninsula College	Monterey, CA
Mr. Rafael Ramirez-Rivera	Student-Relations	Inter-American University of Puerto Rico	Gurabo, PR
Ms. Kathleen Embry	Educational Activities	International Academy of Merchandising and Design, Ltd.	Chicago, IL
Ms. Beverly Allen Harchick	Paralegal	Sole Practitioner-Attorney At Law	Pittsburgh, PA
Mr. Frank L. Torbert, Jr.	Project Management and Business	FLT Trading, Inc.	Imperial, PA
Mr. Juan Carlos Peralta	Electrical Engineering		Doral, FL
Mr. Michael Bleacher	IT Network and Security	Westwood College	Westminster, CO
Ms. Beth Huffman	Drafting and Design	Westwood College	Downers Grove, IL
Ms. Lindsey Withem	Coordinator	ACICS	Washington, DC

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PROGRAMS OFFERED BY

ITT Technical Institute

Austin, TX

CREDENTIAL EARNED (Certificate, Diploma,				ENROLL: FT (full-		AIR RETENTION & PLACEMENT			
Academic Associate's, Bachelor's, Master's, or	APPROVED PROGRAM	CLOCK	QTR.	time) / PT (part-	2011		2010		
Doctoral)	TITLE	Hrs.	HRS.	tíme)	Ret.	Pla.	Ret.	Pla.	
Associates of Applied Science	Business Accounting Technology	1260.00	96	0/1	55.56	75	56.1%	81.82%	
Associates of Applied Science	Computer Drafting and Design	1356	96	21/5	65.23	80.77	72.29	73.21	
Associates of Applied Science	Computer & Electronics Engineering Technology	1344	96	14/8	63.38	82.61	72.73	72.22	
Associates of Applied Science	IT - Computer Network Systems	1344	96	40/12	75.64	70	80.65	67.31	
Associates of Applied Science	IT Multi-Media	1344	96	0/0	0	0	50	66.67	
Associates of Applied Science	Visual Communication	1344	96	0/3	51.85	0	80.77	0	
Associates of Applied Science	Paralegal Studies	1236	96	3/2	53.01	0.00	76.56	0	
Associates of Applied Science	Software Development Technology	1344	96	0/0	85.71	0.00	72.73	0.00	
Bachelor of Science	Construction Management	2508	180	0/0	100	80	91,3	0	
Bachelor of Science	Electronics & Communications Engineering Technology	2520	180	0/1	80.65	100	77.78	0.00	
Bachelor of Science	Information Systems Security	2508	180	5/3	85.45	93,33	83,78	0.00	
Bachelor of Science	Project Management	2448	180	8/1	73.81	0.00	100	0.00	
Associates of Applied Science	Business Management*	1163	90	24/4	92.31	0.00	N/A	N/A	
Associates of Applied Science	Drafting & Design Technology*	1267	90	46/7	0.00	0.00	N/A	N/A	
Associates of Applied Science	Electrical Engineering Technology*	1267	90	64/7	0.00	0.00	N/A	N/A	
Associates of Applied Science	Graphic Communications & Design*	1267	90	0/0	0.00	0.00	N/A	N/A	
Associates of Applied Science	Network Systems Administration*	1267	90	121/23	0.00	0.00	N/A	N/A	

ACICS CENTRALLY CONTROLLED INSTITUTION (CCI) REEVALUATION - AAC RESPONSE

VER. SEPT. 1, 2012

-1	PA	GE	3	OF	53

·	TOTAL EN	ROLLMENT		433/88				
Bachelor of Science	Project Management & Administration – Construction option*	2443	180	6/2	0.00	0.00	N/A	N/A
Bachelor of Science	Project Management & Administration – Information Technology option*	2456	180	0/0	0.00	0.00	N/A	N/A
Bachelor of Science	Project Management & Administration – Administration option*	2326	180	11/4	0.00	0.00	N/A	N/A
Bachelor of Science	Information Systems & Cybersecurity*	2594	180	27/2	0.00	0.00	N/A	N/A
Bachelor of Science	Electrical Engineering & Communication Technology*	2547	180	24/0	0.00	0.00	N/A	N/A
Bachelor of Science	Business Management*	2274	180	0/0	0.00	0.00	N/A	N/A
Associates of Applied Science	Mobile Communications Technology*	1267	90	0/0	0.00	0.00	N/A	N/A
Associates of Applied Science	Paralegal*	1176	90	17/3	88.89	0.00	N/A	N/A

^{*} Programs reviewed for the first time.

- ** The following programs do not have current enrollments:
 - Associate of Applied Science, IT Multi-Media Has been taught out.
 - Associate of Applied Science, Software Development Technology Has been taught out.
 - · Bachelor of Science, Construction Management Has been taught out.
 - · Associate of Applied Science, Graphic Communications & Design Has not been offered yet due to low demand.
 - Associate of Applied Science, Mobile Communications Has not been taught but will be offered in the future if demand warrants it.
 - Bachelor of Science, Business Management Has not been offered yet but will be offered in the future.
 - Bachelor of Science, Project Management & Administration Information Technology option Started program in September 2012.

Note: Explanation of credentials earned: The ITT Associate of Applied Science degree is equivalent to the ACICS Academic Associate; a Bachelor of Science is equivalent to the ACICS Bachelor's degree.

ACICS CENTRALLY CONTROLLED INSTITUTION (CCI) REEVALUATION - AAC RESPONSE

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INTRODUCTION

ITT Technical Institute - Austin campus is one in a network of 125 ITT Technical Institute co-educational, nondenominational, private, postsecondary educational institutions operated by ITT/ESI. It hosts a large, modern facility that has recently undergone renovations that have included WiFi access throughout the campus, new electronics, and upgraded offices and classrooms. The campus serves the Austin, Texas, metropolitan area which is experiencing a resurgence of employment opportunities in the private sector but severe cutbacks to public education. The public education cutbacks have given the campus an opportunity to access a qualified pool of instructors for their programs. The high employment rates have forced the campus to modify course scheduling to offer a primarily robust evening program for their student population since most students now work during the daytime hours. Currently, 85% of all courses offered are scheduled in the evening.

It was noted that this campus has experienced a reduction in census in recent years due to the opening of two new campuses nearby. The new Waco, Texas, campus has resulted in the loss of the Kileen, Texas, market which has a large military population. Another ITT campus has been opened east San Antonio, Texas, which has taken the San Marcos, Texas, population from the Austin campus. The campus currently serves 433 full time and 88 part time students and offers more that 20 academic associate's and bachelor's degree programs in a variety of technical fields.

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REPORT QUESTIONS

MISSION
Response submitted by Academic Administrative Center
Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public?
⊠ Yes □ No
Is the campus committed to successful implementation of its mission?
⊠ Yes □ No
Does the campus have a current Campus Effectiveness Plan (CEP)?
⊠ Yes □ No
Does the campus have its own CEP, separate from the institution's IEP?
⊠ Yes □ No
Does the CEP describe the following?
The characteristics of the programs offered.
⊠ Yes □ No
The characteristics of the student population.
⊠ Yes □ No
The types of data that will be used for assessment.
⊠ Yes □ No
Specific goals to improve the educational processes.
⊠ Yes □ No
Expected outcomes of the plans.
⊠ Yes □ No
Are the following five required elements evaluated in the CEP?
Student retention.
⊠Yes □ No
Student placement.

ACICS CENTRALLY CONTROLLED INSTITUTION (CCI) REEVALUATION - AAC RESPONSE

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	Level of graduate satisfaction.
	Level of employer satisfaction.
	Student learning outcomes.
	⊠ Yes □ No
1.11	Describe the student learning outcomes used by the campus in each program and how these outcomes are being assessed.
	Student learning outcomes focus on the acquisition of technical skills, soft skills, and knowledge that the student must have obtained to progress to the next course level in a program, as well as, those competencies needed to prepare for gainful employment within the program of study. Outcomes are assessed by completion rates, placement rates, employer and graduate surveys, student grade point averages, and successful completions of program capstone experiences.
1.12	Are the following identified and described in the CEP?
	The baseline data for each outcome.
	The data used by the campus to assess each outcome.
	How the data was collected.
	An analysis and summary of the data collected and an explanation of how the data will be used to improve the educational processes.
1.13	Has the campus published annual placement and retention goals in its CEP that take into account its rates from the last three Campus Accountability (previously referred to as AIR) Reports and that demonstrate its ability to maintain or improve retention and placement outcomes?
	⊠ Yes □ No
1.14	Has the campus published specific activities that will be undertaken to meet placement and retention goals?
	⊠ Yes □ No
1.15	Describe the specific activities that the campus will undertake to meet these goals.
	A variety of activities have been addressed within each academic program area to reach stated placement and retention goals which include: identifying at-risk students, contacting each student after each absence, directing students to support services such as tutoring that will enable successful completions, reviewing course surveys to make sure courses are relevant and faculty are successful, continuing a robust advisory committee, creating career game plans for recent graduates, steering capstone students to career services to insure access to recent job opportunities, and networking with potential employers through professional and community organizations.
1.16	Does the campus have documentation to show the following?
	(a) That the IEP has been implemented.

2.04

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ACICS CENTRALLY CONTROLLED INSTITUTION (CCI) REEVALUATION - AAC RESPONSE VER. SEPT. 1, 2012 **PAGE 7 OF 53** Yes □ No (b) That specific activities listed in the plan have been completed. Yes No (c) That periodic progress reports have been completed. X Yes No 1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee. The director, Mr. Douglas Howard, is responsible for implementing and monitoring the CEP. He holds a bachelor's degree in Business Management from Wayland Baptist University. Mr. Howard joined ITT Technical Institute in 1995 as the director of recruiting for the San Antonio, Texas, campus where he worked for nine years. In 2004, he was promoted to campus director. and served in that capacity at the Richmond and Springfield, Virginia, campuses for three years prior to becoming the director of the Austin campus in September of 2007. Mr. Howard brings 16 years of experience in leadership, human and financial management, business and marketing, operations and compliance leadership in the secondary for-profit educational sector. He has over 30 years of service with the U.S. Air Force where he was honorably discharged with the highest rank awarded to a non-commissioned officer. 1.18 Does the campus have documentation to show that the CEP is evaluated at least annually? X Yes No 2. ORGANIZATION 2.01 (a) Response submitted by Academic Administrative Center 2.01 (b) Response submitted by Academic Administrative Center 2.01 Is the following information regarding the campus appropriately stated in the catalog? (c) Names of the administrators. X Yes No 2.02 Does the campus: (a) Adequately train its employees? Yes No (b) Provide them with constant and proper supervision? X Yes No (c) Evaluate their work? XYes No 2.03 Is the administration of the campus efficient and effective? Yes □ No

Does the campus maintain written documentation to show that faculty and staff members:

VER. SEPT. 1, 2012 ACICS CENTRALLY CONTROLLED INSTITUTION (CCI) REEVALUATION – AAC RESPONSE

(a) Clearly understand their duties and responsibilities?

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	⊠ Yes □ No	
	(b) Know the person to whom they report?	
	⊠ Yes □ No	
	(c) Understand the standards by which the success of their work is measured?	
	⊠ Yes □ No	
2.05	Does the administration maintain documentation of the evaluation of the faculty and staff?	
	⊠ Yes □ No	
2.06	Has the campus adopted a policy on academic freedom that has been communicated to the faculty?	
	⊠ Yes □ No	
2.07	Does the campus have an appropriate grievance policy for faculty and staff?	
	⊠ Yes □ No	
2.08	Does the campus catalog or the student handbook contain an appropriate grievance policy for students that includes the name and address of ACICS?	
2.09	Response submitted by Academic Administrative Center	
3.	ADMINISTRATION	
3.01	Is there evidence that the chief on-site administrator(s) or the self-study coordinator for the campus attended an accreditation workshop within 18 months prior to the final submission of the self-study?	
	⊠ Yes □ No	
3.02	Are all staff well trained to carry out administrative functions?	
	⊠ Yes □ No	
3.03	Who is the on-site administrator, and what are this person's qualifications?	
	Mr. Douglas Howard is the on-site administrator for the ITT Technical Institute, Austin, campus. As previously noted, he holds a bachelor's degree in Business Management from Wayland Baptist University. Mr. Howard joined ITT Technical Institute in 1995 as the director of recruiting for the San Antonio, Texas, campus where he worked for nine years. In 2004, he was promoted to campus director, and served in that capacity at the Richmond and Springfield, Virginia, campuses for three years prior to becoming the director of the Austin campus in September of 2007. Mr. Howard brings 16 years of experience in leadership, human and financial management, business and marketing, operations and compliance leadership in the secondary for-profit educational sector, and he has over 30 years of service with the U.S. Air Force where he was honorably discharged	

with the highest rank awarded to a non-commissioned officer.

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3.04	Does the campus list degrees of staff members in the catalog?
	⊠ Yes □ No
	If Yes, is appropriate evidence of the degrees on file?
	⊠ Yes □ No
3.05	Is there evidence that the campus keeps adequate records to support the following administrative operations?
	(a) Response submitted by Academic Administrative Center
	(b) Admissions.
	⊠ Yes □ No
	(c) Response submitted by Academic Administrative Center
	(d) Response submitted by Academic Administrative Center
	(e) Guidance.
	⊠ Yes □ No
	(f) Instructional resources.
	⊠ Yes □ No
	(g) Supplies and equipment.
	⊠ Yes □ No
	(h) The school plant.
	⊠ Yes □ No
	(i) Faculty and staff.
	⊠ Yes □ No
	(j) Student activities.
	⊠ Yes □ No
	(k) Student personnel.
	⊠ Yes □ No
3.06	Response submitted by Academic Administrative Center
3.07	Does the campus maintain records for the following that support the admissions determination for ability-to-benefit students?
	Not Applicable. The campus does not accept ability-to-benefit students.
3.11	Do student files contain evidence of graduation from high school or the equivalent?
	⊠ Yes □ No
3.12	Are appropriate transcripts maintained for all students?
	⊠ Yes □ No
2 12	Is the grading system fully explained on the transprint, and is it consistent with the grading system that appears in the computer

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VER. SEPT. 1, 2012 ACICS CENTRALL

ACICS CENTRALLY CONTROLLED INSTITUTION (CCI) REEVALUATION - AAC RESPONSE

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	catalog?
	⊠ Yes □ No
3.14	Are student records protected from theft, fire, water damage, or other possible loss?
	⊠ Yes □ No
3,15	Does the campus maintain transcripts for all students indefinitely?
	⊠ Yes □ No
3.16	Does the campus maintain admissions data and other records for at least five years from the last date of attendance for all students?
	⊠ Yes □ No
4.	RELATIONS WITH STUDENTS
4.01	How many student files were reviewed during the evaluation?
	The team reviewed 26 student files during the evaluation. Among the students files reviewed were the academic, satisfactory academic progress, financial aid, refund policy, and the student ledger documentation.
4.02	How does the institution ensure that its student relations reflect high ethical standards?
	ITT policies and procedures are explicitly stated in several documents available to students, administrators and the general public. Students and administrators interviewed expressed their satisfaction with the level of clarity of the institutional regulations and how they are implemented. All student files reviewed evidence compliance with the institutional, state and federal regulations.
4.03	Does the campus have appropriate admissions criteria?
	⊠ Yes □ No
4.04	Does the campus contract with third parties for admissions and recruiting purposes?
	☐ Yes ☐ No
4.05	Is there evidence to document that admissions criteria are applied consistently to all students admitted under the same version of the admissions criteria (e.g., that students admitted into specific programs for the same start date are admitted under the same admissions criteria)?
	⊠ Yes □ No
4.06	Reviewed at AAC
4.07	Is the admissions policy publicly stated?
	⊠ Yes □ No

ACICS CENTRALLY CONTROLLED INSTITUTION (CCI) REEVALUATION - AAC RESPONSE

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4.08	Is the admissions policy administered as written?
	⊠ Yes □ No
1.00	
4.09	Who is responsible for the oversight of student recruitment at the campus and what are this person's qualifications?
	Ms. Vanessa Hoenninger is the director of recruitment at the campus. She holds a bachelor's degree in Psychology from the University of the Incarnate Word in San Antonio, Texas and a master's degree in Education from Texas State University in San Marcos, Texas. Ms. Hoenninger has been with the institution since January 2012. She was promoted to this managerial role on August 27, 2012. Prior to joining the institution she worked as a bilingual teacher and as a restaurant manager.
4.10	Describe the process for the recruitment of new students.
	The central administration of ITT is responsible for implementing the marketing strategies for all the campuses of the system. Among the methods utilized to impact prospective students are the following: internet, television and radio advertising, direct mail, representative-generated personally developed leads, and referrals. At the campus level, the recruitment of new students is basically concentrated in telephone communications and person-to-person orientations on-site. In addition, the campus has a community relations specialist who develops relationships with high school administrators, faculty and other key influencers within the community to raise the awareness of the programs of study offered at this campus. Ms. Erin Martines also make presentations at local high schools, job fairs, and other related events.
	Are these recruiting practices ethical and compatible with the educational objectives of the institution?
	⊠ Yes □ No
4.11	Are individuals engaged in admissions or recruitment activities communicating current and accurate information regarding the following?
	(a) Courses and programs.
	⊠ Yes □ No
	(b) Services.
	⊠ Yes □ No
	(c) Tuition.
	⊠ Yes □ No
	(d) Terms.
	⊠ Yes □ No
	(e) Operating policies.
	⊠ Yes □ No
4,12	Does the institution use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while a student, or as a result of other marketing activity?
	☐ Yes ☒ No
4.13	Does the state in which the campus operates require representatives to be licensed or registered?
	⊠ Yes □ No

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ACICS CENTRALLY CONTROLLED INSTITUTION (CCI) REEVALUATION - AAC RESPONSE

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	If Yes, is evidence of licensure or registration on file?
	⊠ Yes □ No
	If No, (evidence of licensure or registration is not on file), insert the section number in parentheses, list student names, and explain:
	The campus provided evidence of appropriately completing the renewal application for the certification of all admission representatives at the Austin site. The Texas Workforce Commission has not issued the current certification document for the 21 representatives of the Austin Campus.
4.14	Are the titles of recruitment and enrollment personnel appropriate?
	⊠ Yes □ No
4.15	Does someone other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, and disbursement?
	⊠ Yes □ No
4.16	Are all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards?
	⊠ Yes □ No
4.17	Reviewed at AAC
4.18	Is there evidence that the campus properly awards transfer of credit?
4.19	Does the campus publicize its transfer credit policies, including policies related to accepting transfer credit from another institution?
	⊠ Yes □ No
4.21	Is the standards of satisfactory academic progress policy published in the catalog?
	⊠ Yes □ No
	If Yes, state the page number(s) where the standards of satisfactory academic progress policy is published?
	The standards of satisfactory academic progress policy is published on pages 59-65 of the 2012-2013 catalog, volume 53.
4.22	Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following?
	(a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length.
	⊠ Yes □ No
	(b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame.
	⊠ Yes □ No
	(c) Procedures for re-establishing satisfactory academic progress.

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	⊠ Yes □ No
	(d) A definition of the effects of the following on the CGPA and successful course-completion percentage:
	Withdrawals.
	⊠ Yes □ No
	Incomplete grades.
	⊠ Yes □ No
	Repeated courses.
	⊠ Yes □ No
	Non-punitive grades.
	Non-credit or remedial courses.
	A probationary period.
	⊠ Yes □ No
	An appeal process.
	⊠ Yes □ No
	An extended-enrollment status.
	☐ Yes ☐ No ☒ Not Applicable (institution does not offer)
	The effect when a student changes programs.
	The effect when a student seeks to earn an additional credential.
	☐ Yes ☐ No ☒ Not Applicable (institution only offers one credential)
	The implications of transfer credit.
	⊠ Yes □ No
4.23	Does the campus apply its SAP standards consistently to all students?
	⊠ Yes □ No
4,24	Are students who are not making satisfactory academic progress properly notified?
1.25	Is SAP evaluated at the end of each academic year or at 50% of the normal program length if the program is one academic year in length or shorter?
	⊠ Yes □ No
4.26	Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent?

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ACICS CENTRALLY CONTROLLED INSTITUTION (CCI) REEVALUATION - AAC RESPONSE

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4.27	Are students who are not making satisfactory academic progress at the end of the second year dismissed?
4.28	Åre qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment? ☑ Yes ☐ No
4.29	Are students allowed to remain on financial aid during the probationary period?
	If Yes, is the student informed of this policy?
	⊠ Yes □ No
4.30	Are students whose appeals are granted due to mitigating circumstances placed on probation and considered to be making satisfactory academic progress?
	⊠ Yes □ No
4.31	Are students who are placed in an extended-enrollment status denied eligibility for federal financial aid (unless there are mitigating circumstances?
	☐ Yes ☐ No ☑ Not Applicable (institution does not have extended enrollment and/or does not participate in financial aid)
4.32	Do credits attempted during the extended-enrollment status count toward the 1.5 times of normal program length?
	☐ Yes ☐ No ☐ Not Applicable (institution does not have extended enrollment)
4,33	For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were any additional financial obligations waived?
	☐ Yes ☐ No ☒ Not Applicable (there is no such student)
4.34	Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs?
	⊠ Yes □ No
4.35	Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications?
	Mr. John Janisch is the dean of academic affairs of the campus. He holds a bachelor's degree in Business Administration from Winoma State University in Winoma, Minnesota and a master's degree in Public Administration from Troy State University in Troy, Alabama. Mr. Janisch has been with the institution since 2004 were he was the chair of the School of Electronics and a faculty member at the Minnesota campus; on January 16, 2012 he was appointed to the current position in Austin, Texas. Prior to joining the institution he worked for 30 years with the Navy of the United States.
4.36	Does the institution encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs?
	⊠ Yes □ No

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4.37	Reviewed at the institution level.
4.38	Does the institution fully disclose the terms, conditions, and application procedures regarding institutional scholarship and grant programs in its catalog?
	If No for any applicable item, insert the section number in parentheses and explain:
	The campus offers three scholarships which are published on pages 95-96 and in an addendum of the 2012-2013 catalog. Volume 53. The scholarship identified in the addendum, Second Change Incentive, was not mentioned in the self-study report provided to the team.
4.39	Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees?
	⊠ Yes □ No
4.40	Do the financial records of students clearly show the following?
	(a) Charges.
	⊠ Yes □ No
	(b) Dates for the posting of tuition.
	⊠ Yes □ No
	(c)Fees.
	⊠ Yes □ No
	(d) Other charges.
	⊠ Yes □ No
	(e) Payments.
	⊠ Yes □ No
	(f) Dates of payment.
	⊠ Yes □ No
	(g) The balance after each transaction.
	⊠ Yes □ No
4.41	Are tuition and fees clearly stated on the enrollment agreement or in the catalog?
	⊠ Yes □ No
	If yes, have students confirmed receiving a copy of the catalog or enrollment agreement (if one is used)?
	∑ Yes
4.42	Is the effective date listed on announcements of changes in tuition and fees?

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ACICS CENTRALLY CONTROLLED INSTITUTION (CCI) REEVALUATION - AAC RESPONSE VER. SEPT. 1, 2012 PAGE 16 OF 53 4.43 Is the institution's refund policy published in the campus catalog? Yes □ No 4.44 Is the refund policy fair, equitable, and applicable to all students? X Yes No 4.45 Is the campus following its stated refund policy? X Yes No 4.46 Does the campus offer financial aid? Yes No (Skip to Question 4.53.) 4.47 Who is responsible on-site for administering student financial aid, and what are this person's qualifications? Mr. Christopher Shannon McCool is the director of financial aid of the campus. He holds a bachelor's degree in Preaching and Evangelism from Central Bible College in Springfield, Missouri. Mr. McCool has been with the institution since April 2006 as a financial aid coordinator and in July 2010 he was promoted to the current managerial position. Prior to joining the campus he worked with several financial services organizations in different professional roles. 4.48 Is the person who determines the amount of student awards not also responsible for disbursing those awards? Yes No 4.49 Are final student financial aid award determinations made by administrative individuals who are not responsible for recruitment? X Yes No Is the financial aid administrator a member of a state, regional, or national financial aid association and up to date on 4.50 procedures and changes in the field? Yes □ No Describe how the financial aid office stays current with regulation and policy changes in financial aid (include all appropriate 4.51 memberships in professional organizations held by this individual).

Mr. McCool is a member of the Texas Association of Financial Aid Administrators (TAFAA). The campus provided evidence of the workshops that Mr. McCool has participated as well as the approval of all ITT mandatory e-courses taken during the period of 2009-2012. He also reads the regulations of financial aid provided by several official sources, such as: Student Financial Aid Handbook available online.

4.52	Is there evidence that the financial aid administrator regularly participates in professional awareness activities?
	⊠ Yes □ No

4.53 Does the campus provide discounts for cash received in advance of the normal payment schedule?

Yes No (Skip to Question 4.54.)

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4.54	Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.
	The campus offers student orientation sessions for all new entries approximately three weeks prior to the start of classes. Representatives of all academic and administrative services participate actively and provide information to the students. Tutoring services are provided to those students that request it. The campus does not currently employ a professional counselor; counseling is referred to outside professional services. The campus director, program chairs, and faculty members assist their student as requested in terms of academic guidance.
4.55	Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the campus' graduates?
4. 56	Does the campus have a written policy that accurately reflects the U.S. Department of Education's definition of a credit hour for credit hour programs and/or clock-to-credit hour programs, including conversion ratios? Yes No
	If No, insert the section number in parentheses and explain: (Section 2-2-503): The campus does not currently have a written policy that accurately reflects the U.S. Department of Education's definition for credit hour programs that includes conversion ratios. The team observed that the campus policy regarding homework is contained in the "homework" section on page 53 of the catalog; however, there is no explanation regarding the credit and quarter hour conversions.
4.57	Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person's qualifications?
	Ms. Amber Travis Ballinas is the director of career services of the campus. She holds a bachelor's degree in Business Management from The University of Texas, in Austin, Texas, and a master's degree in International Business from the University of Saint Thomas in Houston, Texas. Ms. Travis Ballinas began as an adjunct faculty member at this campus in April 2009 and then was promoted to serve as the chair of the School of Business in March 2010. She has been in her current managerial position since September 2012. Prior to joining the campus she worked in sales, management and employment recruitment with ADECCO.
4.58	Does the institution offer employment assistance to all students?
4.59	Does the campus use placement percentages or salary projections as part of its recruiting activities? ☐ Yes ☐ No
4.60	Is the beginning enrollment on the most current Campus Accountability Report (CAR, previously referred to as the AIR) the same as the ending enrollment reported on the previous year's CAR?
	⊠ Yes □ No
4.61	Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAR) last submitted to the Council?

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4.62 Are students who receive financial aid counseled concerning their student loan repayment obligations? Yes □ No 4.63 Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations. Student financial aid files reviewed evidenced that students are counseled prior to taking a loan and after completion of the program of study. Among the documents that students sign are the Federal Student Loan Entrance and Exit Counseling and the Federal Stafford Loan Test forms. Students agree to repay loans, notify the lender of changes regarding personal information, and read and understand the Master Promissory Note and information regarding the lender of guarantee. 4.64 Describe the extracurricular activities of the institution (if applicable). The campus provided evidence that the following extracurricular activities are organized and offered to the student population: constitutional day, editable book festival, voter's registration, and student appreciation week and cookout. In addition, nine students are members of the National Technical Honor Society, the leading organization in the United States that recognizes outstanding student achievement in career and technical education. GENERAL COMMENTS: The team interviewed more than 100 students from the day and evening sessions. Students expressed their satisfaction with the academic and administrative services provided by the campus. 5. EDUCATIONAL ACTIVITIES 5.01 Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws? 5.02 Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications? Mr. John Janisch, dean of academic affairs, is assigned to oversee the educational activities at the campus. Mr. Janisch holds a bachelor's degree in Business Administration from Winona State College and a master's degree in Public Administration from Troy State University. He has been employed with ITT Technical Institute since November 2004 holding positions as an adjunct faculty member and School of Electronics Technology Chair before being appointed dean of academic affairs in January 2012, 5.03 Does this person have appropriate academic or experiential qualifications? X Yes No 5.04 Describe how the institution makes provisions for program administrators to have sufficient authority and responsibility for the development and administration of the programs. The institution allows for sufficient authority and oversight of the programs through specified processes in such areas as curriculum review and student success and advising, which also involves school chairs, faculty, and campus staff. Currently, the dean spends 42.5% of his time on administration, 37.5% on advising/counseling, and 20% on meetings. 5.05 Is the time devoted to the administration of the educational programs sufficient? X Yes No

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5.06	Is there a published policy on the responsibility and authority of faculty in academic governance?
	⊠ Yes □ No
5.07	Reviewed at AAC
5.08	Is there evidence that this policy has been adopted and faculty members are aware of it?
	⊠ Yes □ No
5.09	Does the campus have any programs that carry specialized or programmatic accreditation?
	☐ Yes ☐ No (Skip to question 5.10)
5.10	Are the educational programs consistent with the campus mission and the needs of its students?
	⊠ Yes □ No
5.11	Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and other interested parties such as advisory committees?
	⊠ Yes □ No
5.12	What provisions are made for individual differences among students?
	The institution provides tutoring for students through the learning resource center (LRC). Tutoring is available on a variety of subjects and available at various hours on an appointment basis. The tutoring schedule for each term is posted in the LRC.
5.13	Describe the system in place to evaluate, revise, and make changes to the curriculum.
	The system in place to evaluate, revise, and make changes to the curriculum occurs through curriculum committees, advisory committees, a formal procedure, through faculty in-service breakout sessions, and through informal communication. Faculty may be chosen to serve on a National Curriculum Committee. Program advisory committee (PAC) meetings are held for the review and discussion of curriculum adjustments and changes. Faculty submission of curricula changes can be made either through a formal procedure to the central administration, an informal recommendation through the school chair, and/or through open discussions at quarterly faculty breakout sessions.
5.14	Does the faculty participate in this process?
	⊠ Yes □ No
5,15	Reviewed at AAC
5.16	If the institution awards academic credit to students who demonstrate subject competency based on academic, occupational, or personal experiences, is there an established systematic method for evaluating and awarding academic credit to which the campus adheres?
	∑ Yes No NA (institution does not award such credit)
	If Yes, is there appropriate documentation of the assessments of knowledge, skills, or competencies required?
	⊠ Yes □ No

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If No (there is not appropriate documentation of the assessments), insert the section number in parentheses and explain:

In one case of the five files reviewed, Mr. Daniel Goodman was awarded credit (CR) for achieving proficiency on the GE184T Problem Solving proficiency exam. However, this exam could not be located on the faculty portal. Exams for the remaining four cases were located.

5.17	Are courses and breaks scheduled appropriately, given the students' academic background and the coursework involved?
	⊠ Yes □ No
5.18	Are the following appropriate to adequately support the number and nature of the general education courses? (If only nondegree programs are offered with no general education courses, skip to 5.19)
	Facilities
	⊠ Yes □ No
	Instructional equipment
	⊠ Yes □ No
	Resources
	⊠ Yes □ No
	Personnel
	⊠ Yes □ No
5.19	Does the campus provide an environment for its faculty that is conducive to effective classroom instruction?
	⊠ Yes □ No
5.20	Are the quantity and type of instructional materials and equipment proportionate to the size of the campus and types of programs?
	⊠ Yes □ No
5.21	Based on the team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, is the campus in compliance with applicable licensing and copyright laws?
	☐ Yes ☒ No
	If No, insert the section number in parentheses and explain:
	(Section 3-1-531(d): There is no evidence that the campus complies with applicable copyright laws in the use of instructional materials. The team could not confirm compliance with application licensing laws in relation to the following software packages: PellesC C Compiler and Omni Peek. According to the current campus software listing, Autodesk AutoCad 2011 and 3D Studio Max 2012 are imaged in the classrooms, yet a listing of software keys identify Autodesk AutoCad 2008 and 2010 and 3D Studio Max 2008 and 2010.
5.22	Are official transcripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?
	⊠ Yes □ No
	If No, insert the section number in parentheses, list faculty names, degrees, and awarding institutions and explain:

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5.23	Have faculty transcripts from institutions not accredited by agencies recognized by the United States Department of Education been translated into English and evaluated by a member of the Association of International Credential Evaluators (AICE) or the National Association of Credential Evaluation Services (NACES) to determine the equivalency of the credentials to credentials awarded by institutions in the United States?	
	☐ Yes ☒ No ☐ Not Applicable (no faculty members hold foreign credentials)	
	If No, insert the section number in parentheses, list faculty names, degrees, and awarding institutions and explain:	
	(Section 3-1-541): Transcripts from foreign institutions have not been evaluated for the following faculty members: Ari Chandra, BSEE in Electrical Engineering, India Institute of Technology, Kharagpur, India; Khaled Kamel, Master Mathematics, Waterloo University, Waterloo, Onatrio; Eugene Nikolaevski, MS Mathematics, Statistics, Physics, Rosto State University, Moscow, Russia; Divya Tuteja, bachelor's degree, Guru Gobind Singh Indraprastha University, Delhi.	
	NOTE: An evaluation request was submitted for Khaled Kamel on October 10, 2012 after a request was made by the visiting team.	
5.24	Is there documented evidence of a systematic program of in-service training at the campus?	
	⊠ Yes □ No	
	If Yes, how is this documented?	
	Evidence of quarterly in-service training is documented via agenda and sign-in sheets.	
5.25	Is there evidence that appropriate faculty development plans have been developed and implemented annually, including documentation to support completed activities listed on the plans?	
	☐ Yes ☒ No	
	If No for missing documentation of implementation, insert the section number in parentheses, list faculty names, and explain	
	(Section 3-1-543): Faculty development plans have been developed for all faculty members, yet implementation at documentation are not on file to support activities completed on the plans. The following faculty members have identificativities that were not documented: Mr. Daniel Crisp, membership in the American Civil Liberties Union (April 30, 2012) attendance at the Geek Speak conference (August 30, 2012) and readings from The Atlantic (February 15, 2012). Ms. Regi Franklin - membership in AMS (September 30, 2012), readings from the White Paper Review IMA (July 1, 2012), at attendance at the Math Colloquium at UT (February 18, 2012). Mr. Nicholas Harris and Ms. Khaled Kamel - memberships Instituted of Electrical and Electronic Engineers (IEEE).	
5.26	Is there evidence that full-time and part-time instructors participate in regularly scheduled faculty meetings?	
	⊠ Yes □ No	
5.27	Is there an adequate core of full- and/or part-time faculty to assure sound direction and continuity of development for the educational programs?	
	⊠ Yes □ No	
5.28	Are instructors teaching general education courses assigned in keeping with the minimum requirements as stated in the Accreditation Criteria?	
	⊠ Yes □ No	
5.31	Reviewed at AAC	
5.32	Reviewed at AAC	

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5.33	Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
	⊠ Yes □ No
5.34	Reviewed at AAC
5.35	Reviewed at AAC
5.36	Are at least one-half of all lower-division subjects and all upper-division courses that are part of the bachelor's degree program taught by faculty members who have graduate degrees, professional degrees, or bachelor's degrees plus professional certification?
	⊠ Yes □ No
GENE	ERAL COMMENTS:
	Faculty members seem to understand the process for curriculum evaluation and know the process they need to take to submit recommendations. Faculty do not understand what faculty governance means; yet, according to the description in the faculty handbook, they are included as part of the process. Overall, faculty members appeared pleased with the campus-level administration feeling that the director, dean, school chairs all have their best interest and the best interest of the students in mind. One instructor, Mr. Arijit Chandra, did not have evidence that a faculty handbook was received.
6.	EDUCATIONAL FACILITIES
6.01	Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situation and any other pertinent information).
	The institution is located approximately three miles from downtown Austin, Texas, and consists of 38,300 square feet. The facility contains eight laboratories, thirteen theory rooms, a student lounge/internet cafe, LRC, faculty work area, employee break room, and administrative offices. The campus is easy to navigate and laid our with a logical flow. Academic staff offices are located down the main hallway, allowing for easy accessibility by students. The parking lot is situated close to the building entrance and appears large enough to accommodate students parking needs.
6.02	Does the campus utilize any additional space locations?
	☐ Yes ⊠ No
6.03	Does the campus utilize learning sites?
	☐ Yes ⊠ No
6.04	Are all facilities (including additional space and learning-site locations) appropriate for the size of the student population and the programs offered?
	⊠ Yes □ No
6.05	Are the following appropriate to support the student population and the programs offered at all locations (including additional space and learning-site locations)?
	(a) Equipment.
	⊠ Yes □ No
	(b) Instructional tools.

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	⊠ Yes □ No		
	(c) Machinery.		
	Yes □ No		
	Z		
6.06	Is there evidence	on file to show that all institutional facilities are in compliance with fire, safety, and sani	tation regulations?
	⊠ Yes □ No	☐ Not Applicable	
GENE	ERAL COMMENTS	<u>:</u>	
		underwent a remodel from fall 2010 through spring 2011 resulting in an update internet cafe, and projectors in all theory rooms and laboratories.	e LRC space, a new
7.	PUBLICATION	ONS	
7.01	What catalog was	used during the evaluation (please include the year, number, and volume if appropriate)	9
	A catalog dated 2	012-2013 Volume 53 with a publication date of September 26, 2012 was used during the	evaluation visit.
7.02	Does the self-stud	ly accurately portray the campus?	
	⊠ Yes □ No		
7.03	Does the campus publish a catalog that is appropriately printed and bound and provided to all enrolled students?		
	⊠ Yes □ No		
	If No, insert the so	ection number in parentheses and explain:	
	The catalog is adustudents.	ministered to students in an electronic version. If a hard copy is requested, the campus	will print a copy for
7.04	Does the catalog of	contain the following items?	
	(a) A table of	of contents and/or an index.	
	⊠ Yes □ No		
	(b) An indic	ation of the year or years for which the catalog is effective on the front page or cover page	ge.
	⊠ Yes □ No		
	(c) The nam	es and titles of the administrators.	
	⊠ Yes □ No		
	(d) A statem	ent of legal control which includes the names of trustees, directors, and officers of the co	orporation.
	⊠ Yes □ No		
	(e) A statem	nent of accreditation	
	⊠ Yes □ No	Not Applicable (initial applicant)	
	(f) A missio	on statement.	
	⊠ Yes □ No		

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(g) A listing of full-time faculty members which lists all qualifying credentials held along with the awarding institution and the area of teaching specialization.
⊠ Yes □ No
(h) An academic calendar.
⊠ Yes □ No
(i) A full disclosure of the admission requirements.
⊠ Yes □ No
(j) A statement for each curriculum offered that includes a statement of objective or purpose; an accurate and complete listing of all courses in the curriculum with a unique identifying number and title, the credit or clock hours awarded; the total credit or clock hours required to complete the curriculum; any necessary requirements for certification, licensing, or registration needed to work in the field; and any additional requirements that must be met to complete the curriculum.
⊠ Yes □ No
(k) A description of each course offered that includes the identifying number, title, credit or clock hours awarded, a concise description of the course contents, and any necessary prerequisites.
⊠ Yes □ No
(1) An explanation of the grading system that is consistent with the one that appears on the student transcript,
⊠ Yes □ No
(m) A definition of the unit of credit.
(n) A complete explanation of the standards of satisfactory academic progress.
⊠ Yes □ No
(o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the requirements necessary for completion of each.
⊠ Yes □ No
(p) The transfer of credit policy.
☐ Yes ⊠ No
(q) A statement of the tuition, fees, and any other charges.
⊠ Yes □ No
(r) A complete and accurate listing of all scholarships offered.
(s) The refund policy.
⊠ Yes □ No

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	 A statement describing the student services offered.
	⊠ Yes □ No
	(u) A student grievance policy that includes the name and address of ACICS (may be in the student handbook instead of catalog).
	If No for any item, insert the section number in parentheses and explain:
	(Section 3-1-701 and Appendix C): The campus does not provide full disclosure of the policies and procedures for advance standing requirements. In the campus catalog under "Credit for Previous Education or Experience" the campus does not accurately state their policy for accepting credit for previous experience.
	The campus has one scholarship listed in the catalog that is found in an addendum placed in the body of the catalog that predates the publication date of the catalog.
7.05	Does the institution offer degree programs?
	⊠ Yes □ No
	If Yes, does the catalog contain the following?
	(a) An explanation of the course numbering system (for all levels).
	⊠ Yes □ No
	(b) Identification of courses that satisfy general education requirements (for occupational associate's, academic associate's, and bachelor's degrees only).
	⊠ Yes □ No
	(c) Identification of courses that satisfy the concentration requirements (for academic associate's and bachelor's degrees only).
	⊠ Yes □ No
	(d) Identification of courses that satisfy the upper-division (for bachelor's degrees only).
	⊠ Yes □ No
7.06	Does the institution offer courses and/or programs via distance education?
	☐ Yes ☐ No (Skip to Question 7.07.)
7.07	Does the catalog contain an addendum/supplement?
	☐ Yes ☐ No (Skip to Question 7.08.)
	If Yes, is it appropriate?
	☐ Yes ☐ No
7.08	Is the catalog available online?
	Yes No (Skip to Question 7.09.)
	If Yes, does it match the hard copy version?
	⊠ Yes □ No
7.09	Does the campus utilize a multiple-school catalog?
	Yes No (Skip to Question 7.10.)

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7.10	Is all advertising and promotional literature, including the campus' Web site, truthful and dignified? ☐ Yes ☐ No
7,11	Is the correct name of the campus listed in all advertising, web postings and promotional literature? Yes No
7.12	Where does the campus advertise (publications, online, etc.)? The campus uses direct mail, print documents, their website, and television commercials to advertise. Many of the advertisements are specific to the programs offered at the campus. Are the advertisements under acceptable headings? ☑ Yes ☐ No
7.13	Does the campus use endorsements, commendations, or recommendations in its advertising? ☑ Yes ☐ No (Skip to Question 7.14.) If Yes, is there evidence that prior consent was obtained and that remuneration was not made for the consent or the use of the advertisement? ☑ Yes ☐ No
7.14	Does the campus utilize services funded by third parties? ☐ Yes ☒ No (Skip to Question 7.15.)
7.15	Does the campus avoid offering monetary incentives to attract students or for failure in job placement? ☐ Yes ☐ No
7.16	Is the phrase "for those who qualify" properly referenced in all advertising that mentions financial aid? Yes \(\subseteq \text{No} \subseteq \text{Not Applicable (institution does not participate in financial aid)}
8. 8.01	LIBRARY, INSTRUCTIONAL RESOURCES, AND TECHNOLOGY Does the campus develop an adequate base of library resources? ☐ Yes ☐ No
8.02	Does the campus ensure access of library resources to all faculty and students, including students at nonmain campuses? ☑ Yes ☐ No
8.03	Does the campus provide training and support to faculty and students in utilizing library resources as an integral part of the learning process? ☑ Yes ☐ No

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8.04	Are adequate staff provided to support the development, organization of the collection, and access of library resources?
	⊠ Yes □ No
8.05	Reviewed at AAC
8.06	Reviewed at AAC
8.07	Reviewed at AAC
8.08	Reviewed at AAC
8.09	What portion of the current year's library budget has been spent and how has the money been allocated?
	Per the budget, to date \$148.00 has been spent on library resources with an additional \$675.00 allocated to be spent in November. A review of purchase orders reveal that an additional \$1.500.00 had been spent toward the purchase of updated certification testing manuals, renewal of periodical subscriptions and updates of software manuals.
8.10	Is there evidence that the faculty have major involvement in the selection of library resources?
	⊠ Yes □ No
8.11	Are the library hours adequate to accommodate the needs of all students?
	⊠ Yes □ No
8.12	Reviewed at AAC
8.13	Is the Dewey Decimal, Library of Congress, or other appropriate system of classification used to organize the library materials?
	⊠ Yes □ No
8,14	Reviewed at AAC
8.15	If interlibrary agreements are in effect, are the provisions appropriate, do they ensure practical use and accessibility to the students, and is evidence of student use documented?
	☐ Yes ☐ No ☑ Not Applicable (no interlibrary agreements)
8.16	Reviewed at AAC
8.17	Reviewed at AAC
8.18	Reviewed at AAC
8.19	Reviewed at AAC
8.21	Reviewed at AAC
8.22	Is documentation on file to reflect the librarian's participation in professional growth activities?
	⊠ Yes □ No
8.23	Are the hours the library is open adequate to accommodate the needs of all students?
	⊠ Yes □ No

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8.24	Does the library make available appropriate reference, research, and information resources to provide basic support for curricular and educational offerings and to enhance student learning?
	⊠ Yes □ No
GENE	ERAL COMMENTS:
	The Virtual Library offers an extensive collection of subscription databases along with research guides for each subject area and general education courses. Students are pleased with the available resources from both the on-campus LRC and the Virtual Library.
9.	PROGRAM EVALUATION
	Bachelor's in Project Management
	Bachelor's in Project Management and Administration
	Bachelor's in Project Management and Administration (Construction Option)
	Academic Associate's in Business Management
	Academic Associate's in Accounting
9.01	See response from AAC
	(a) See response from AAC
	(b) See response from AAC
	(c) See response from AAC
	(d) See response from AAC
9.02	Who is assigned to administer the academic program(s), and what are this person's qualifications?
	Mr. John Janisch, the dean of academic affairs, serves as the current administrator of the business programs. He holds a bachelor's degree in Business Administration from Winoma State University and a master's degree in Public Administration from Troy State University, Mr. Janisch has been with the institution since 2004 were he was the chair of the School of Electronics and a faculty member at the Minnesota campus; on January 16, 2012 he was appointed to the current position in Austin, Texas. Prior to joining the institution he worked for 30 years with the Navy of the United States.
	Mr. Janisch is assisted by Mr. Kenneth Cohen who was recently promoted to subject matter expert on September 17, 2012 and has been a part time adjunct professor since being hired in June 2011. Mr. Cohen received his master's degree in Business Administration from Baruch College in 1980 and his bachelor's degree in Marketing from Pace University in 1971. He teaches three courses each term and is primarily responsible for teaching the Capstone Project course. Approximately 85% of his time is spent teaching and the remaining 15% on administrative duties. He received the Six Sigma Master Black Belt certificate in 2006 and was a certified purchasing agent with McGraw-Hill. Mr. Cohen is retired and has many years of training and project management experience with Honeywell International, McGraw Hill and American International Group.
9.03	Does this individual possess appropriate academic or experiential qualifications?
	⊠ Yes □ No
9.04	Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?
	⊠ Yes □ No

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9.05	Are the time and resources devoted to the administration of the educational program(s) sufficient?
	⊠ Yes □ No
9.06	Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:
	(a) Student retention rate of 62%
	☐ Yes ☐ No ☐ Not applicable (new branch only)
	(b) Student placement rate of 58%
	If No for either item or if the data is not available, does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard:
	⊠ Yes □ No
	If No insert section numbers 2-1-809, 3-1-512 and 3-1-111 in parentheses and explain:
	The academic associate's degree in Accounting program had a retention rate of 55.6%. The program currently has only one student who should graduate after the current quarter. This program is being taught out.
9.07	List the community resources and how they are utilized to enrich the program(s).
	Students have participated in field trips to Media Riders, Inc., APAC Texas, Inc. and H.E.B. Super Market and for the second year in a row the capstone project involved several meetings with the Boys and Girls Club of America. Guest speakers have included individuals from Time Warner Cable, McElroy Translation Services and Villas at Commanders Point.
9.08	Are these resources sufficient?
	⊠ Yes □ No
9.09	Reviewed at AAC
9.10	Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
	⊠ Yes □ No
9.11	For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
	Yes No NA, (these elements are not part of the program or no student is far enough along in the program)
9.12	Reviewed at AAC
9.13	Are independent studies used appropriately, and is there a signed contract that meets Council standards?
	☐ Yes ☐ No ☐ NA
9.14	Reviewed at AAC
9.15	Are course prerequisites being followed?

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	⊠ Yes □ No
9.16	Is an appropriately detailed syllabus on file for each course that includes:
	(a) Title and course descriptions Yes
9.17	Do students confirm that they receive a course syllabus and that it is followed? Yes No
9.18	Are the courses available when needed by the student in the normal pursuit of a program of study?
	⊠ Yes □ No
9.19	Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?
	Yes No NA, (there have been no graduates)
	How many calls to employers or graduates were attempted?
	Three calls were made relating to the Academic Associate's in Accounting program.
	Two calls were made relating to the Bachelor's in Project Management program.

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	How many calls to employers or graduates were successful?
	Two calls were successful relating to the Accounting program.
	Two calls were successful relating to the Project Management program.
	How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
	All successful calls confirmed employment in both programs addressed.
9.20	Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
9.21	Does the campus participate in Title IV financial aid? ☐ Yes ☐ No (Skip to question 9.24)
9.22	Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour? Yes No No Not Applicable (Clock hour programs only)
	Tes Not Applicable (Clock nour programs only)
	If No, insert the section number in parentheses and explain: (Section 2-2-503): The campus does not currently have a written policy that accurately reflects the U.S. Department of Education's definition for credit hour programs that includes conversion ratios. The team observed that the campus policy regarding homework is contained in the "homework" section on page 53 of the catalog; however, there is no explanation regarding the credit and quarte hour conversions.
9.23	Is there evidence that out-of-class work or the equivalency is being evaluated? Yes No No Not Applicable (Clock hour programs only)
	If No, insert the section number in parentheses and explain: (Section 3-1-513(a) and Glossary): Course syllabi do not identify out-of-class work assignments that support the learning objectives for the course or the minimum amount of time a student is expected to spend on completion of out-of-class worl assignments. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team do not specifically identify what activities are in-class or out-of-class activities and there is no minimum time associated with work assignments.
9.24	Are the following appropriate to adequately support the number and nature of the program?
	(a) Facilities
	⊠ Yes □ No
	(b) Instructional equipment
	⊠ Yes □ No
	(c) Resources
	⊠ Yes □ No
	(d) Personnel
	⊠ Yes □ No
9.25	Reviewed at AAC

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9.27	Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
	⊠ Yes □ No
9.28	Is the size of the faculty appropriate to the total student enrollment?
	⊠ Yes □ No
9.29	Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
9.30	Are teaching loads reasonable?
	⊠ Yes □ No
9.38	Reviewed at AAC
9.39	Reviewed at AAC
9.40	Reviewed at AAC
9.41	Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
9.42	Reviewed at AAC
9.43	Reviewed at AAC
9.44	Reviewed at AAC
9.45	Reviewed at AAC
9.46	Reviewed at AAC
9.47	Is enrollment in the third and fourth years of the bachelor's program sufficient to support regularly scheduled classes and laboratory work?
	Yes No N A, (no students in the third and fourth years)
9.48	Reviewed at AAC

GENERAL COMMENTS:

The recently appointed subject matter expert and the 3 part-time faculty members are sufficient to handle the 61 students in the five programs. The accounting program is being taught out so that the faculty can focus on the Business Management and Project Management programs. The team learned that the students appreciated the small class sizes and thought that most of the instructors were very experienced.

9. PROGRAM EVALUATION

Academic Associate's in Paralegal

Academic Associate's in Paralegal Studies

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9.01	See response from AAC
	(a) See response from AAC
	(b) See response from AAC
	(c) See response from AAC
	(d) See response from AAC
9.02	Who is assigned to administer the academic program(s), and what are this person's qualifications?
	Ms. Melanie Carstarphen, chair, School of Criminal Justice since June of 2012, holds a juris doctorate degree from South Texas College of Law in Houston, Texas, and a bachelor's degree in English from Dallas Baptist College, Dallas, Texas. She has practiced law for 22 years, has taught for 9 years, and has served in administrative positions in proprietary schools for more than 4 years. She worked as a paralegal before attending law school and has been published in the "Texas Bar Journal".
9.03	Does this individual possess appropriate academic or experiential qualifications?
	⊠ Yes □ No
9.04	Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?
	⊠ Yes □ No
9.05	Are the time and resources devoted to the administration of the educational program(s) sufficient?
	☐ Yes ☒ No
	If No, insert the section number in parentheses and explain:
	(Section 3-1-511): The amount of time devoted by the program chair to the administration of the programs is not commensurate with the size and scope of the program. Ms. Melanie Carstarphen, program chair, is teaching 4 courses this term in addition to her administrative duties as administrator of the programs. According to the instructors who were interviewed, the institution's policy is that program chairs do not teach more than 2 courses per term. Even though the combined enrollment of the programs is only 25 students, the administrative duties of the chair, as outlined in her job description, are complex and multi-faceted such that teaching 4 courses in addition to the administrative duties is an excessive job load.
9,06	Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:
	(a) Student retention rate of 62%
	Yes No Not applicable (new branch only)
	(b) Student placement rate of 58%
	∑ Yes No Not applicable (new branch only)
	If No for either item or if the data is not available, does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard:
	⊠ Yes □ No
9.07	List the community resources and how they are utilized to enrich the program(s).

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Students have taken field trips to a law library, the Texas Supreme Court, and the Texas Court of Criminal Appeals. All of the instructors in the program either currently work in law or law-related offices in the community or did so until recently. A program advisory committee (PAC) meets twice per year. Students have participated in activities of the local paralegal association. Although the campus does not offer externship opportunities, the program chair organized an "Adopt a Paralegal Night" as a way to match local employers with graduating students. Adopted students spent a day working in the office of the employer. Some students were adopted by multiple employers.

9.08	Are these resources sufficient?
	⊠ Yes □ No
9.09	Reviewed at AAC
9.10	Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
	⊠ Yes □ No
9,11	For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
	☐ Yes ☐ No ☒ NA, (these elements are not part of the program or no student is far enough along in the program)
9.12	Reviewed at AAC
9.13	Are independent studies used appropriately, and is there a signed contract that meets Council standards?
	☐ Yes ☐ No ☒ NA
9.14	Reviewed at AAC
9.15	Are course prerequisites being followed?
	⊠ Yes □ No
9.16	Is an appropriately detailed syllabus on file for each course that includes:
	(a) Title and course descriptions
	⊠ Yes □ No
	(b) Course numbers
	⊠ Yes □ No
	(c) Course prerequisites and/or corequisites
	⊠ Yes □ No
	(d) Instructional contact hours/credits
	⊠ Yes □ No
	(e) Learning objectives
	⊠ Yes □ No

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	(f) Instructional materials and references
	⊠ Yes □ No
	(g) Topical outline of the course
9.17	Do students confirm that they receive a course syllabus and that it is followed?
	⊠ Yes □ No
9.18	Are the courses available when needed by the student in the normal pursuit of a program of study?
	⊠ Yes □ No
9.19	Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?
	☐ Yes ☐ No ☐ NA, (there have been no graduates)
9.20	Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
	☐ Yes ☐ No ☒ Not Applicable
9.21	Does the campus participate in Title IV financial aid?
	✓ Yes ☐ No (Skip to question 9.24)
9.22	Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour?
	☐ Yes ☐ Not Applicable (Clock hour programs only)

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	If No, insert the section number in parentheses and explain: (Section 2-2-503): There is no evidence that out-of-class work or the equivalency is being evaluated in all courses. Although easyllabus contains an evaluation criteria table, none of the tables contain "homework" or "out-of-class work" categories.
9.23	Is there evidence that out-of-class work or the equivalency is being evaluated? Yes No Not Applicable (Clock hour programs only)
	If No, insert the section number in parentheses and explain: (Section 3-1-513(a) and Glossary): Course syllabi do not include, as appropriate, out-of-class work assignments that support learning objectives for most courses. Although the campus provided samples of some graded homework assignments, the major of the syllabi provided to the team did not indicate that homework or outside assignments were required and homework assignments were not included as any percent of the final grade.
9.24	Are the following appropriate to adequately support the number and nature of the program?
	(a) Facilities
	⊠ Yes □ No
	(b) Instructional equipment
	⊠ Yes □ No
	(c) Resources
	⊠ Yes □ No
	(d) Personnel
	⊠ Yes □ No
9.25	Reviewed at AAC
9.27	Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
	⊠ Yes □ No
9.28	Is the size of the faculty appropriate to the total student enrollment?
	⊠ Yes □ No
9.29	Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
	∑ Yes No NA, hiring responsibility is at AAC
9.30	Are teaching loads reasonable?
	⊠ Yes □ No
	If No, insert the section number in parentheses, list the faculty and courses, and explain:
	Teaching loads are reasonable, with the exception of the teaching load of the program chair as discussed in question 9.05 above.
9.38	Reviewed at AAC

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VER. SEPT. 1, 2012 ACICS CENTRALLY CONTROLLED INSTITUTION (CCI) REEVALUATION - AAC RESPONSE PAGE 37 OF 53 9.39 Reviewed at AAC 9.40 Reviewed at AAC 9.41 Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes? Yes No Not Applicable (no students in the second year) 9.42 Reviewed at AAC GENERAL COMMENTS: The seven students who were interviewed expressed satisfaction with the programs. The team was impressed with the Adopt-A- Paralegal program instituted by the program chair and adopted by the instructors.. Instructors who were interviewed stated that the campus administrators will "bend over backwards" to support and assist instructors. PROGRAM EVALUATION 9. Academic Associate's in Information Technology - Computer Network Systems Bachelor's in Information Systems and Cybersecurity Bachelor's in Information Systems Security 9.01 See response from AAC (a) See response from AAC (b) See response from AAC (c) See response from AAC (d) See response from AAC 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications? Mr. Michael Atkinson is chair of the School of Information Technology. He reports to the dean of academic affairs, Mr. John Janisch. Mr. Atkinson holds a bachelor's degree in Music Education from Howard Payne University in Brownwood, Texas, and a master's degree in Information Systems from Tarleton State University in Stephenville, Texas. In addition, Mr. Atkinson has received numerous industry standard certifications in Computer Networking including CompTIA A+. Mr. Atkinson has been employed by ITT since February 2000 and in his chair position since 2008. 9.03 Does this individual possess appropriate academic or experiential qualifications? ☐ Yes ⊠ No

(Section 3-1-511): The administration of the academic program is not assigned to individuals whose academic or experiential qualifications are related to the programs of study. Although Mr. Michael Atkinson has experience in the field of Computer Network Systems, he has no experience or academic training in the area of Information Security. His only work experience for the past 13 years has been as an instructor in computer networking. Prior to that, he worked in industry, but his ACICS data sheet only mentions networking. Acceptable evidence of qualifications would include an industry-standard certification or academic coursework in Network Security, a highly specialized field of study and work.

If No, insert the section number in parentheses and explain:

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9.04	Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?
	⊠ Yes □ No
9.05	Are the time and resources devoted to the administration of the educational program(s) sufficient?
	⊠ Yes □ No
9,06	Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:
	(a) Student retention rate of 62%
	(b) Student placement rate of 58%
	If No for either item or if the data is not available, does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard:
	☐ Yes ☐ No
9.07	List the community resources and how they are utilized to enrich the program(s).
	There was a field trip and a program advisory committee (PAC) meeting during the reporting period. The advisory council meeting was attended by members of the community who serve in business positions which benefit the student population in the areas of both industry needs assessment and employment.
9.08	Are these resources sufficient?
	⊠ Yes □ No
9.09	Reviewed at AAC
9.10	Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
	⊠ Yes □ No
9.11	For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives course requirements, and evaluation criteria?
	Yes No NA, (these elements are not part of the program or no student is far enough along in the program)
9.12	Reviewed at AAC
9.13	Are independent studies used appropriately, and is there a signed contract that meets Council standards?
	☐ Yes ☐ No ☒ NA
9.14	Reviewed at AAC

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9.15	Are course prerequisites being followed?
	⊠ Yes □ No
9.16	Is an appropriately detailed syllabus on file for each course that includes:
0.17	(a) Title and course descriptions Yes
9.17	Do students confirm that they receive a course syllabus and that it is followed? Yes No
9.18	Are the courses available when needed by the student in the normal pursuit of a program of study?
	⊠ Yes □ No
9.19	Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?
	Yes No No, (there have been no graduates)
	How many calls to employers or graduates were attempted?
	Twenty-six (26) calls were made in reference to the academic associate's degree program in Information Technology-Computer Network Systems.

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Seven calls were made relative to the bachelor's program in Information Systems Security.

There are currently no graduates in the bachelor's program in the Information Systems and Security.

How many calls to employers or graduates were successful?

For the Information Technology - Computer Network Systems program, 14 calls were successful.

For the Information Systems Security program, three calls were successful.

How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

For the Information Technology - Computer Network Systems program, no calls could confirm employment of graduates as reported on the CAR.

For the Information Systems Security program, three calls confirmed employment as reported on the CAR.

If No, insert "Section 3-1-303(a)" in parentheses and explain:

(b)(field when they are either working in a related field or working in a field that requires none of the education they have
the	
the rel	tted to researching titles on vehicles using a computer nothing to do with computer networking. Of the 14 successful cal team made, all of which reported students working in field, none of them were verified in field. Several were working in sted field, and several were out of field. s documentation on file to verify graduates classified on the CAR as "not available for placement"?
the rel Wa	team made, all of which reported students working in field, none of them were verified in field. Several were working in ted field, and several were out of field.
the rel	team made, all of which reported students working in field, none of them were verified in field. Several were working in sted field, and several were out of field. s documentation on file to verify graduates classified on the CAR as "not available for placement"? Yes \sum No \quantbf Not Applicable
the rel	team made, all of which reported students working in field, none of them were verified in field. Several were working in sted field, and several were out of field. s documentation on file to verify graduates classified on the CAR as "not available for placement"? Yes \sum No \text{Not Applicable} es the campus participate in Title IV financial aid?
the rel	team made, all of which reported students working in field, none of them were verified in field. Several were working in sted field, and several were out of field. s documentation on file to verify graduates classified on the CAR as "not available for placement"? Yes \sum No \times Not Applicable
the rel	team made, all of which reported students working in field, none of them were verified in field. Several were working in sted field, and several were out of field. s documentation on file to verify graduates classified on the CAR as "not available for placement"? Yes \[\sum No \] Not Applicable es the campus participate in Title IV financial aid?

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	AND AND A DESCRIPTION OF A CONTRACT AND A CONTRACT
	If No, insert the section number in parentheses and explain: (Section 2-2-503): The campus does not currently have a written policy that accurately reflects the U.S. Department of Education's definition for credit hour programs that includes conversion ratios. The team observed that the campus policy regarding homework is contained in the "homework" section on page 53 of the catalog; however, there is no explanation regarding the credit and quarter hour conversions.
9.23	Is there evidence that out-of-class work or the equivalency is being evaluated?
	Yes No Not Applicable (Clock hour programs only)
	If No, insert the section number in parentheses and explain: (Section 3-1-513(a) and Glossary): Course syllabi do not identify out-of-class work assignments that support the learning objectives for the course or the minimum amount of time a student is expected to spend on completion of out-of-class work assignments. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team do not specifically identify what activities are in-class or out-of-class activities and there is no minimum time associated with work assignments.
9.24	Are the following appropriate to adequately support the number and nature of the program?
	(a) Facilities
	⊠ Yes □ No
	(b) Instructional equipment
	⊠ Yes □ No
	(c) Resources
	⊠ Yes □ No
	(d) Personnel
	⊠ Yes □ No
9.25	Reviewed at AAC
9.27	Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?
	⊠ Yes □ No
9.28	Is the size of the faculty appropriate to the total student enrollment?
	⊠ Yes □ No
9.29	Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
9.30	Are teaching loads reasonable?
	⊠ Yes □ No
9.38	Reviewed at AAC

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9.39	Reviewed at AAC
9.40	Reviewed at AAC
9.41	Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
7.41	Yes No Not Applicable (no students in the second year)
9.42	Reviewed at AAC
GENE	ERAL COMMENTS:
	The team commends the innovative programs and obvious dedication of the career services staff. Career services stocks neckties and has local business contacts which donate business suits and other clothing for underprivileged students so they will be able to present a professional appearance for their first job interview. The team finds this to be unique and quite a valuable resource to the students.
	The team finds that the IT faculty are very well-liked by the students. Both day and night students recognized full-time and adjunct faculty by name and commended Mr. Michael Atkinson, Mr. Bruce Roberts, and Mr. Cornelius Chopin for their willingness to stay after class for one-on-one tutoring and their strong subject knowledge in the area of networking.
9.	PROGRAM EVALUATION
	Academic Associate's in Computer and Electronics Engineering Technology
	Academic Associate's in Electrical Engineering Technology
	Bachelor's in Electrical Engineering and Communications Technology
ALL F	PROGRAMS
9.01	See response from AAC
	(a) See response from AAC
	(b) See response from AAC
	(c) See response from AAC
	(d) See response from AAC
9.02	Who is assigned to administer the academic program(s), and what are this person's qualifications?
	Dr. Svetlana E. Bradley has been the chair for the School of Electronics Technology since March 19, 2012. Dr. Bradley hold a bachelor's and master's degree in Electrical Engineering and a doctoral degree in Computer Aided Design Systems from the Voronezh State Technical University. Dr. Bradley has been working for ITT Technical Institute since November 2006. Eserved as an associate professor at Voronezh State Technical University from 1989 - 1998 teaching software programing for computer aided design.
9.03	Does this individual possess appropriate academic or experiential qualifications?
	⊠ Yes □ No
9,04	Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?

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	⊠ Yes □ No
9.05	Are the time and resources devoted to the administration of the educational program(s) sufficient?
	⊠ Yes □ No
9.06	Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:
	(a) Student retention rate of 62%
	∑ Yes ☐ Not applicable (new branch only)
	(b) Student placement rate of 58%
9.07	List the community resources and how they are utilized to enrich the program(s).
	Mr. Eric Nail, vice president at Odyssey Technical Solutions, visited the ET1220-Digital Fundamentals class on Februar 2012 and the ET145-AC Electronics class on February 22, 2012 to offer a presentation on career success for the electronic technician. A visit is scheduled for the NT110-Computer Structure and Logic class for October 15, 2012 to Fry's Electronics price components for PC systems. A PAC meeting took place on April 2, 2012 to assist in program improvement Additionally, several faculty members have current experience in the field of study that they bring to the classroom.
9.08	Are these resources sufficient?
	⊠ Yes □ No
9.09	Reviewed at AAC
9.10	Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
	⊠ Yes □ No
9.11	For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
	☐ Yes ☐ No ☐ NA, (these elements are not part of the program or no student is far enough along in the program)
9.12	Reviewed at AAC
9.13	Are independent studies used appropriately, and is there a signed contract that meets Council standards?
	☐ Yes ☐ No ☒ NA
9.14	Reviewed at AAC
9.15	Are course prerequisites being followed?
	⊠ Yes □ No

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9.16	Is an appropriately detailed syllabus on file for each course that includes:		
	(a) Title and course descriptions		
	⊠ Yes □ No		
	(b) Course numbers		
	∑ Yes □ No		
	(c) Course prerequisites and/or corequisites		
	⊠ Yes □ No		
	(d) Instructional contact hours/credits		
	⊠ Yes □ No		
	(e) Learning objectives		
	⊠ Yes □ No		
	(f) Instructional materials and references		
	⊠ Yes □ No		
	(g) Topical outline of the course		
	⊠ Yes □ No		
	(h) Instructional methods		
	⊠ Yes □ No		
	(i) Assessment criteria		
	(j) Method of evaluating students ⊠ Yes □ No		
	(k) Date the syllabus was last reviewed		
	Yes No		
	For campuses participating in Title IV that have <u>lecture</u> courses in <u>credit hour programs</u> or <u>clock-to-credit hour programs</u> only:		
	(1) Out-of-class work assignments that support the learning objectives for the course		
	Yes No		
	(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments		
	Yes No		
	If No, insert the section number in parentheses, list the courses, and explain:		
	(Section 3-1-513(a) and Glossary): Course syllabi do not identify out-of-class work assignments that support the learning		
	objectives for the course or the minimum amount of time a student is expected to spend on completion of out-of-class work		
	assignments. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to		
	the team do not specifically identify what activities are in-class or out-of-class activities and there is no minimum time associated		
	with work assignments.		
0.15			
9.17	Do students confirm that they receive a course syllabus and that it is followed?		
	⊠ Yes □ No		
9.18	Are the courses available when needed by the student in the normal pursuit of a program of study?		
2.10	The first many control and a remark of a control man and the property of the self-self-self-self-self-self-self-self-		
	⊠ Yes □ No		
9.19	Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last		
	Campus Accountability Report (formerly AIR) submitted to the Council?		
	Yes No NA, (there have been no graduates)		
	How many calls to employers or graduates were attempted?		
	Fourteen calls to employers and graduates were attempted as follows: Six calls in the Computer and Electronic Engineering		
	program, six calls in the Electrical Engineering program, and two calls in the Electrical Engineering and Communications		
	Technology program,		
	How many calls to employers or graduates were successful?		

ACICS CENTRALLY CONTROLLED INSTITUTION (CCI) REEVALUATION - AAC RESPONSE

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Ten calls were successful. The breakdown of successful calls includes: Three in Computer and Electronics Engineering Technology, four in Electrical Engineering Technology, and three in the Electrical Engineering and Communications Technology program.

How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

All ten calls confirmed the employment of the graduates in all three programs as reported on the CAR.

9.20	Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
	☐ Yes ☐ No ☐ Not Applicable
9.21	Does the campus participate in Title IV financial aid? ⊠ Yes □ No (Skip to question 9.24)
9.22	Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education's definition of a credit hour? Yes No Not Applicable (Clock hour programs only)
	If No, insert the section number in parentheses and explain: (Section 2-2-503): The campus does not currently have a written policy that accurately reflects the U.S. Department of Education definition for credit hour programs that includes conversion ratios. The team observed that the campus policy regarding homewor is contained in the "homework" section on page 53 of the catalog; however, there is no explanation regarding the credit and quart hour conversions.
9.23	Is there evidence that out-of-class work or the equivalency is being evaluated? Yes No Not Applicable (Clock hour programs only)
	If No, insert the section number in parentheses and explain: (Section 3-1-513(a) and Glossary): Course syllabi do not identify out-of-class work assignments that support the learnit objectives for the course or the minimum amount of time a student is expected to spend on completion of out-of-class wo assignments. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided the team do not specifically identify what activities are in-class or out-of-class activities and there is no minimum time associat with work assignments.
9.24	Are the following appropriate to adequately support the number and nature of the program?
	(a) Facilities
	⊠ Yes □ No
	(b) Instructional equipment
	⊠ Yes □ No
	(c) Resources
	⊠ Yes □ No
	(d) Personnel
	⊠ Yes □ No
9.25	Reviewed at AAC
9.27	Do the faculty members' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded?

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	☐ Yes ⊠ No
	If No, insert the section number in parentheses, list the faculty and course, and explain:
	(Section 3-5-302): Mr. Edward Wassell is an adjunct faculty member at the School of Electronic Technology teaching ET315, Electronic Communications Systems II for the September 2012 term. Mr. Wassell holds a bachelor's degree in Occupational Education from Texas State University and a master's degree in Education with a Major on Adult Education and a Minor in Business from the University Of The Incarnate Word. No evidence of professional experience or any professional certification was available that could qualify this faculty member to teach for the School of Electronics Technology.
9.28	Is the size of the faculty appropriate to the total student enrollment?
	⊠ Yes □ No
9.29	Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
	Yes □ No □ NA, hiring responsibility is at AAC
9.30	Are teaching loads reasonable?
	⊠ Yes □ No
9.38	Reviewed at AAC
9.39	Reviewed at AAC
9.40	Reviewed at AAC
9.41	Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
9,42	Reviewed at AAC
9.	PROGRAM EVALUATION
	Academic Associate's in Drafting and Design Technology
	Academic Associate's in Computer Drafting and Design
	Academic Associate's in Visual Communications
9.01	See response from AAC
	(a) See response from AAC
	(b) See response from AAC
	(c) See response from AAC
	(d) See response from AAC
9.02	Who is assigned to administer the academic program(s), and what are this person's qualifications?

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Mr. Roderick Whitlock is the program chair for the School of Drafting and Design. Mr. Roderick Whitlock has earned a master's degree in Business Administration with a major in Finance from the University of Southwestern Louisiana, a bachelor's degree in Industrial Technology from the University of Southwestern Louisiana, and an associate's degree in Mechanical Engineering Technology from Asheville Technical College. Additionally, Mr. Whitlock is a certified mechanical and architectural drafter through the American Design and Drafting Association (ADDA). He has been teaching in the fields of design and drafting since 1990 and has been on staff with ITT Technical Institute since November 2003.

9.03	Does this individual possess appropriate academic of experiential quantications;
	∑ Yes ☐ No
9.04	Is there evidence that the program administrator has sufficient authority and responsibility for the administration of the educational program(s)?
	⊠ Yes □ No
9.05	Are the time and resources devoted to the administration of the educational program(s) sufficient?
	⊠ Yes □ No
9.06	Does the program meet the needs of its students and the requirements of the council as shown by student achievement outcomes which meet or exceed the standards for the following areas:
	(a) Student retention rate of 62%
	☐ Yes ☐ Not applicable (new branch only)
	(b) Student placement rate of 58%
	∑ Yes No Not applicable (new branch only)
	If No for either item or if the data is not available, does the Campus Effectiveness Plan (CEP) include data, analysis and activities to meet or exceed the relevant standard:
	☐ Yes ⊠ No
	If No insert section numbers 2-1-809, 3-1-512 and 3-1-111 in parentheses and explain:
	In the Visual Communications program, retention was reportedly 51.8% in the campus accountability report (CAR) which is below the Council's applicable standard. Because there are only three students currently enrolled in the program, the campus is not required to develop a program level retention improvement plan in the CEP.
9.07	List the community resources and how they are utilized to enrich the program(s).
	Students in the school of Drafting and Design had a guest speaker visit to discuss visualization, two dimensional renderings of software tools, and wacom hardware products. Additionally, there is a program advisory committee (PAC) that meets annually. All the adjunct faculty members in the Drafting and Design program are employed in a related field, thus, contributing to community resources through their related experiences.
9.08	Are these resources sufficient?
	⊠ Yes □ No
9.09	Reviewed at AAC

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9.10	Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives?
	⊠ Yes □ No
9.11	For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?
	☐ Yes ☐ No ☒ NA, (these elements are not part of the program or no student is far enough along in the program)
9.12	Reviewed at AAC
9.13	Are independent studies used appropriately, and is there a signed contract that meets Council standards?
	☐ Yes ☐ No ☐ NA
9.14	Reviewed at AAC
9.15	Are course prerequisites being followed?
	⊠ Yes □ No
9.16	Is an appropriately detailed syllabus on file for each course that includes:
	(a) Title and course descriptions
	⊠ Yes □ No
	(b) Course numbers
	⊠ Yes □ No
	(c) Course prerequisites and/or corequisites
	⊠ Yes □ No
	(d) Instructional contact hours/credits
	⊠ Yes □ No
	(e) Learning objectives
	⊠ Yes □ No
	(f) Instructional materials and references
	⊠ Yes □ No
	(g) Topical outline of the course
	⊠ Yes □ No
	(h) Instructional methods
	⊠ Yes □ No
	(i) Assessment criteria
	⊠ Yes □ No
	(j) Method of evaluating students
	⊠ Yes □ No

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ACICS CENTRALLY CONTROLLED INSTITUTION (CCI) REEVALUATION - AAC RESPONSE

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	(k) Date the syllabus was last reviewed ☐ Yes ☐ No
	For campuses participating in Title IV that have <u>lecture</u> courses in <u>credit hour programs</u> or <u>clock-to-credit hour programs</u> only: (1) Out-of-class work assignments that support the learning objectives for the course Yes No
	(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments Yes No
	If No. insert the section number in parentheses, list the courses, and explain:
	(Section 3-1-513(a) and Glossary): Course syllabi do not identify out-of-class work assignments that support the learning objectives. Although the campus provided samples of some graded homework assignments, the majority of syllabi provided to the team did not indicate that out-of-class work was required and out-of-class work assignments were not included as any percent of the final grade.
9.17	Do students confirm that they receive a course syllabus and that it is followed?
	⊠ Yes □ No
9.18	Are the courses available when needed by the student in the normal pursuit of a program of study?
	⊠ Yes □ No
9.19	Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus Accountability Report (formerly AIR) submitted to the Council?
	☐ Yes ☒ No ☐ NA, (there have been no graduates)
	How many calls to employers or graduates were attempted?
	Seventeen calls were attempted to employers and graduates in the Computer Design and Drafting program.
	How many calls to employers or graduates were successful?
	Eleven calls to employers and graduates were successful.
	How many of the calls where contact was made with employers or graduates confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.
	Ten calls were able to confirm employment of the graduates, with one call verifying the graduate had never worked at the specified employer.
	If No, insert "Section 3-1-303(a)" in parentheses and explain:
	(Section 3-1-303(a)): The team could not verify the accurate record keeping of the campus accountability report (CAR). Mr. Edwin Carranza was listed as working for Topchoice Land Design in Austin, Texas. The team spoke with the human resources director at Topchoice Land Design. She searched her database from 2006 through 2012 and no record of his employment was able to be found.
9.20	Was documentation on file to verify graduates classified on the CAR as "not available for placement"?

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ACICS CENTRALLY CONTROLLED INSTITUTION (CCI) REEVALUATION - AAC RESPONSE

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9.21		ipate in Title IV financial aid? (Skip to question 9.24)							
9.22	Does the campus have written documentation of procedures for developing the application of the U.S. Department of Education's								
	definition of a credit ho ☐ Yes ☐ No	Not Applicable (Clock hour programs only)							
	(Section 2-2-503): The definition for credit ho	number in parentheses and explain: campus does not currently have a written policy that accurately reflects the U.S. Department of Education or programs that includes conversion ratios. The team observed that the campus policy regarding homeworn nework" section on page 53 of the catalog; however, there is no explanation regarding the credit and quarter							
9.23	Is there evidence that o ☐ Yes	ut-of-class work or the equivalency is being evaluated? Not Applicable (Clock hour programs only)							
	If Yes, briefly describe	the documentation of evaluation viewed on site.							
	(Section 3-1-513(a) a objectives for the courassignments. Although	number in parentheses and explain: nd Glossary): Course syllabi do not identify out-of-class work assignments that support the learning rise or the minimum amount of time a student is expected to spend on completion of out-of-class work the campus provided samples of some graded homework assignments, the majority of syllabi provided to cally identify what activities are in-class or out-of-class activities and there is no minimum time associated.							
9.24	Are the following appropriate to adequately support the number and nature of the program?								
	(a) Facilities								
	⊠ Yes □ No								
	(b) Instructional equipment								
	⊠ Yes □ No								
	(c) Resources								
	⊠ Yes □ No								
	(d) Personnel								
	⊠ Yes □ No								
9.25	Reviewed at AAC								
9.27		rs' qualifications meet the minimum requirements outlined in the Accreditation Criteria, and are their cally and experientially appropriate to the subject matter they teach and the level of the credential							
	⊠ Yes □ No								
9.28	Is the size of the facul	ty appropriate to the total student enrollment?							
	⊠Yes □No								

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9.29	Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program?
	Yes □ No □ NA, hiring responsibility is at AAC
9.30	Are teaching loads reasonable?
	⊠ Yes □ No
9.38	Reviewed at AAC
9.39	Reviewed at AAC
9.40	Reviewed at AAC
9.41	Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes?
9.42	Reviewed at AAC

GENERAL COMMENTS:

While interviewing ten students in the school of Drafting and Design, the students noted that they are satisfied with both their classes and their instructors. Several comments were made about the program chair and instructors regarding the high level of dedication and helpfulness. Students are impressed with the instructors' willingness to help and hands on approach. The level of satisfaction students' possess in their core classes is very favorable.

It was mentioned that program chairs will soon be required to teach four classes per quarter. While the program chair is currently in compliance with his current teaching load of two classes, it is noted that if a load of four classes is required in the future, the program chair's teaching load will be excessive in light of their administrative duties.

In speaking with the drafting and design faculty members, they were incredibly satisfied with the program chair's dedication to them as faculty members and as instructors. Faculty members feel very supported by his leadership, and showed great admiration for his dedication and professional experience.

ACICS CENTRALLY CONTROLLED INSTITUTION (CCI) REEVALUATION - AAC RESPONSE

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SUMMARY

The institution is not in compliance with the Accreditation Criteria in the following areas:

Citation

VER. SEPT. 1, 2012

Summary Statement

2-2-503	The campus does not currently have a written policy that accurately reflects the U.S. Department of Education's definition for credit hour programs that includes conversion ratios (pp. 17, 31, 36, 41, 45).
3-1-303(a)	The team could not verify the 2011 CAR (pp. 40, 49).
3-1-511	Not all program administrators have the education or experiential qualifications and adequate time and resources to administer their academic programs (pp. 33, 37).
3-1-513(a) and Glossary	Course syllabi do not identify out-of-class work assignments that support the learning objectives for the course or the minimum amount of time a student is expected to spend on completion of out-of-class work assignments (pp. 30, 31, 35, 36, 39, 41, 44, 45, 49, 50).
3-1-531(d)	There is no evidence that the campus complies with applicable copyright laws in the use of instructional materials (p. 21).
3-1-543	There is no documented evidence of the implementation of faculty development plans (p. 21).
3-1-541	Not all transcripts from credentials earned outside the United States have been evaluated by a member of AICE or NACES (p. 21).
3-5-302	Not all instructors have qualifications that meet Council standards (p. 46).
3-1-701 and Appendix C	The catalog does not fully disclose advance standing requirements (p. 25).

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ACICS CENTRALLY CONTROLLED INSTITUTION (CCI) REEVALUATION - AAC RESPONSE

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RECOMMENDATIONS

The evaluation team offers the following recommendations for the institution's consideration:

- It is recommended that summary statistics in the CEP be reported by program. The summary and analysis of data collected in
 the CEP are not broken down by program, nor are the number of responses given from which the summaries are derived.
 Specifically, on pages 20, 22, and 33 in the CEP, data are presented as overall percentages without reference to the number of
 respondents or what program the responses come from. Without this information the validity and reliability from which to
 make strategic decisions cannot be determined at the program level.
- 2. The grievance policy is located in the "Communications" section on page 8 of the employee handbook under the subheading "Open Door Policy." It is recommended that this policy be more transparent and accessible by changing the subheading title to "Grievance Policy" and include this policy in both the employee handbook as well as the faculty handbook.
- A review of the faculty handbook contents should be addressed to ensure that all faculty members clearly understand the policies and procedures in place.
- The campus should designate a subject matter expert in the area of Information Security to advise students on curricular and
 career issues as well as assist the designated program administrator in this highly specialized field.

From: Joseph Gurubatham <EXCHANGELABS/EXCHANGE ADMINISTRATIVE

GROUP

(FYDIBOHF23SPDLT)/RECIPIENTS/2839EEC7707F4128A4DE87103ED162F

4-JGURUBATHAM>

Sent: 2/13/2014 12:50:08 PM -0500

To: Ian Harazduk < Exchange Labs/Exchange Administrative Group

(FYDIBOHF23SPDLT)/Recipients/653bda8a64144114820bfcbf53b7514e-

IHarazduk>

Subject: FW: NG00023709 Westwood College Online

Attachments: FRWestwoodCollegeOnline.doc; FRWestwoodCollegeOnline.doc

Dear lan:

I am not sure if Terry has also submitted the report to the in-box. It appears that the report is incomplete. We need to work with Torri on getting the missing pieces.

Joseph

Joseph E. Gurubatham, Ed.D.

Senior Vice President, Accreditation and Institutional Development

Accrediting Council for Independent Colleges and Schools

750 First Street, NE | Suite 980 | Washington, DC 20002

www.acics.org | 202.336.6797 - p | 202.842.2593 - f

From: Terry Campbell [mailto(b)(6) kaplan.edu]
Sent: Thursday, February 13, 2014 11:57 AM

To: Visit Reports; Torri Hayslett

Cc: Joseph Gurubatham

Subject: NG00023709 Westwood College Online

Final report attached and completed to the best of my abilities. Missing information requested and Information Report, 9.19-9.20. Report is due today.

Please advise if you have any questions.

Thanks

-

Terry Campbell

School of Public Safety Kaplan University



NEW GRANT

Westwood College Online 10249 Church Ranch Way Broomfield Colorado 80021 ACICS ID Code: 00023709

Mr. Louis Pagano, Chief Operating Officer (6)(6) @wesstwood.edu)

Campus E-mail Address

MAIN CAMPUS

Westwood College- Los Angeles Los Angeles, California ACICS ID Code: 00011142

February 5-7, 2014

Mr. Terry Campbell	Chair and Facilities	Kaplan University Online	Okeechobee, FL
Dr. Michele Ernst	Student-Relations Specialist	Former Campus President	Chaska, MN
Dr. Andrea Olson	Distance Education Activities and Master in Business Administration Specialist	Executive Director of Research and Development, Program Director, Grad. Studies	Aitkin, MN
Dr. Scot Ober	Educational Activities, Library, and Business Programs Specialist	President, Words Etc. Inc.	Tucson, AZ
Ms. LaVerne Lewis	Criminal Justice and Paralegal Specialist	Mt. Hood Community College	Gresham, OR
Mr. Charles Saunders	Graphic Design and Electronics Specialist	Program Director	Owens Cross Roads, AL
Mr. Ernest Johnson	Information Technology Specialist	Kaplan University	Memphis, TN
Ms. Lori Claus	Interior Design, CAD, and Architectural Design	EDMC	Pittsburg, PA
Ms. Kristal Bushong	Medical Specialist	American National University	Salem, VA

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ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS

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Ms. Torri Hayslett	Staff Representative	ACICS	Washington, DC

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PROGRAMS OFFERED BY WESTWOOD COLLEGE ONLINE BROOMFIELD, COLORADO

	ACICS	APPROVED PROGRAM TITLE	Clock	Sem./ Qtr.	Enroll: Full- time/	CAR Retention & Placement			
CREDENTIAL EARNED (As defined by the	CREDENTIAL (Certificate, Diploma, Occupational Associate's, Academic Associate's, Bachelor's,					2012		TO T	011
institution)	Master's, or Doctoral)		Hrs.	Hrs.	Part-time	Ret.	Pla.	Ret.	Pla
Associate of	Occupational	Information and Network	1265	91.5	48	N/A	N/A	N/A	N/A
Occupational Studies	Associate	Technologies	2010		999	Sand			
Associate of Applied Science	Academic Associate	Business Administration	910	90	166	64%	100%	50%	N/A
Associate of Applied Science	Academic Associate	Computer Aided Design – Architectural Drafting	1180	90	152	54%	100%	73.4%	N/A
Associate of Applied Science	Academic Associate	Criminal Justice	905	90	122	56%	67%	56.8%	N/A
Associate of Applied Science	Academic Associate	Graphic Design	1180	90	122	57%	61%	57.8%	82.1%
Associate of Applied Science	Academic Associate	Information & Network Technologies	1225	90	84	56%	66%	62.5%	60%
Associate of Applied Science	Academic Associate	Medical Office Management	945	90	58	73%	100%	N/A	N/A
Associate of Applied Science	Academic Associate	Medical Insurance Coding and Billing	1080	90	135	71%	N/A	N/A	N/A
Associate of Applied Science	Academic Associate	Paralegal	925	90	78	53%	65%	54.4%	51.9%
Bachelor of Science	Academic Bachelor	Business Administration: Major in Management	1820	180	93	58%	89%	52.2%	66.7%
Bachelor of Science	Academic Bachelor	Business Administration: Major in Human Resource Management	1820	180	35	59%	N/A	81.1%	N/A
Bachelor of Science	Academic Bachelor	Business Administration: Major in Marketing Management	1820	180	38	69%	92%	70%	100%
Bachelor of Science	Academic Bachelor	Business Administration: Major in Project Management	1820	180	7	45%	N/A	66.7%	N/A
Bachelor of Science	Academic Bachelor	Business Administration: Major in Accounting	1820	180	8	91%	76%	70.3%	87.5%
Bachelor of Science	Academic Bachelor	Business Administration: Major in Healthcare Management	1820	180	6	87%	53%	59.2%	75%
Bachelor of Science	Academic Bachelor	Criminal Justice: Major in Administration	1820	180	.58	73%	66%	53.7%	70%
Bachelor of Science	Academic Bachelor	Criminal Justice: Major in Corrections	1805	180	8	31%	N/A	84.2%	N/A
Bachelor of Science	Academic Bachelor	Criminal Justice: Major in Investigations	1820	180	22	41%	N/A	71.7%	N/A
Bachelor of Science	Academic Bachelor	Graphic Design: Major in Animation	2330	180	3	72%	33%	70.1%	51.6%
Bachelor of Science	Academic Bachelor	Graphic Design: Major in Game Art	2325	180	20	88%	25%	71.7%	31.5%
Bachelor of Science	Academic Bachelor	Graphic Design: Major in Visual Communications	2305	180	42	74%	62%	68.8%	80.8%

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Bachelor of Science	Academic Bachelor	Interior Design	2330	180	6	83%	42%	60.7%	56.3%
Bachelor of Science	Academic Bachelor	Graphic Design: Major in Web Design	2305	180	39	72%	62%	67.9%	81.3%
Bachelor of Science	Academic Bachelor	Business Administration: Major in Fashion Merchandising	1995	195	Tr.	81%	88%	73.3%	93.3%
Bachelor of Science	Academic Bachelor	Information & Network Technologies: Major in Network Management	2350	180	37	77%	85%	60.3%	66.7%
Bachelor of Science	Academic Bachelor	Information & Network Technologies: Major in Systems Security	2350	180	26	83%	81%	65.7%	89.3%
Bachelor of Science	Academic Bachelor	Information & Network Technologies: Major in Computer Forensics	2305	180	17	59%	100%	90%	N/A
Bachelor of Science	Academic Bachelor	Software Development: Major in Game Software Development	2145	180	152	52%	43%	56.8%	51.5%
Master of Business Administration	Master	Master of Business Administration	540	54	69	80%	88%	79.7%	70.2%
Bachelor of Arts +++	Bachelor of Arts	Management	1995	195	11				
Bachelor of Science+++	Bachelor of Science	Computer Network Management	2360	187	1)				
Bachelor of Science+++	Bachelor of Science	Criminal Justice	1995	197,5	2				
Bachelor of Science+++	Bachelor of Science	Game Art	2605	199,5	2				
Bachelor of Science+++	Bachelor of Science	Information Systems Security	2380	187	, t	1	+		
Bachelor of Science+++	Bachelor of Science	Game Software	2385	196	1				
Bachelor of Science+++	Bachelor of Science	Visual Communications	2640	200.5	1				
Non-degree++++	Non-degree				.3				

TOTAL ENROLLMENT 1662

Notes: Type in bold any retention rate below 65% (programs >1 year in length) or 70% (programs <1 in length) and any placement rate below 70%. Delete either Sem. or Qtr. in the column 3 heading. Add or delete rows as needed.

+++ Classes in teach out mode with last class completion, October 2014

++++ Non-degree, student is just taking a class without a major

INTRODUCTION

Please use this page to give a narrative introduction of the campus.

Provide a brief history of the campus, a description of its geographic service area, and a description of the composition of the student population.

Westwood College Online is one of sixteen campuses located in Colorado, Illinois, Georgia, and Virginia. Westwood College is a wholly-owned entity of Wesgray Corporation which is wholly-owned subsidiary of Westwood College, Inc.

The Westwood College Online campus was approved in August 2008 as an additional location of Westwood College Online, Los Angeles

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California and the first term was in May 2009. The Online campus offers its courses and programs from Broomfield, Colorado. This campus is located in a business district.

At the time of the visit there were a total of 1662 students enrolled online in 1 non-degree course offering (student can take a class and not major) 3 students are enrolled, 1 occupational associates degree with 48 students, 8 academic associates degree programs with students enrolled, twenty-six bachelor's degree programs with students enrolled, and 1 master's degree program with 69 students enrolled.

Based on the most recent data available, the Campus Effectiveness Plan reports the student population is 53% female and 47% male; and the average age is 33.34 years. Of those reporting it on the survey form provided when the most recent data was collected, the ethnicity of the student population was 21% African American, 46% Caucasian, 3% Hispanic, 1% Native American, 2% Asian/Pacific Islands, and 27% of the students not reporting their ethnicity.

It is important to note that all Westwood College campuses converted to a curriculum called the Career Advantage Program (CAP) in 2012. All programs were reviewed by system curriculum committees and modified to be more efficiently delivered. A major change resulting from the implementation of the CAP curriculum is that most courses were granting 3.5 quarter credits to 4.5 quarter credits. The CAP curriculum model is an effort to ensure Westwood College is offering the most updated programs as possible to better prepare their graduates for employment. In addition this model closely resembles the standard semester credit model and allows for the possibility of easier transferability to institutions external to Westwood College. Due to this revision the following bachelor programs are in teach out mode with expected close out October 2014. There are 7 bachelor's degree programs; Management (1 student), Computer Network Management (1 student), Criminal Justice (2 students), Game Art (2 students), Information Systems Security (1 student), Software Development (1 student), Visual Communications (1 student), and Visual Communications (1 student).

1. MISSION

1.01	Give the page number in the campus catalog on which the mission statement can be found. The Westwood Online mission statement is located on page 8 in the 2014 Academic Catalog, Westwood College Online.
1.02	Does the campus have an appropriate mission statement with a set of supporting objectives? ☑ Yes ☐ No
1.03	Are the objectives devoted substantially to career-related education? ☑ Yes ☐ No
1,04	Are the objectives reasonable for the following? (a) The programs of instruction Yes No (b) The modes of delivery. Yes No (c) The facilities of the campus. Yes No
1.05	Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public? Yes \sum No
1.06	Is the campus committed to successful implementation of its mission? ☑ Yes ☐ No
1.07	Does the campus have a current Campus Effectiveness Plan (CEP)? ☑ Yes ☐ No
1.08	If the campus is an additional location, does the additional location have its own CEP, separate from the main campus IEP?

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1.09	Does the CF	P describe the	following?					
61600			the programs offered.					
	⊠ Yes	☐ No						
	(b) The char	racteristics of	the student population.					
	⊠ Yes	☐ No						
			will be used for assessment.					
	⊠ Yes	☐ No						
			rove the educational processes.					
	Yes (a) Formatta	☐ No d outcomes of	Calina malama					
	Yes	No	the plans.					
	⊠ i es							
1.10			uired elements evaluated in the CEP?					
	(a) Student							
	⊠Yes	□ No						
	(b) Student		Date to the transfer of the state of the sta					
	⊠Yes	☐ No graduate sati	☐ Not Applicable (new additional location only)					
	⊠Yes	□ No	Not Applicable (new additional location only)					
		employer sat						
	⊠Yes	□ No	Not Applicable (new additional location only)					
	The state of the s	learning outco						
	⊠ Yes	☐ No						
4.11	Defeaths at	iolous la milio	continues a good by the semantic and bear there is the same and being accorded					
1.11			g outcomes used by the campus and how these outcomes are being assessed.	arts the acquisition of appropriate				
		The data used to demonstrate learning outcomes in the educational programs includes data that supports the acquisition of appropriate skill sets and knowledge. This data consists of retention and placement rates, student and graduate satisfaction surveys, employer						
			nt's grades, and instructor classroom observations	e satisfaction saireys, employer				
			200100100100100101000000000000000000000					
1.12			ed and described in the CEP?					
			each outcome.					
	⊠ Yes	□ No	☐ Not Applicable					
			campus to assess each outcome.					
	⊠ Yes	☐ No data was col	Not Applicable					
	(c) How the	No	Not Applicable					
			imary of the data collected and an explanation of how the data will be	used to improve the educational				
	processe		initiary of the data concected and an explanation of now are data will be	isca to improve the educational				
	⊠ Yes	□ No	☐ Not Applicable					
1.13	Has the cam	pus published	I annual placement and retention goals in its CEP that take into account its	rates from the last three Campus				
			d that demonstrate its ability to maintain or improve retention and placement					
	⊠ Yes	☐ No	☐ Not Applicable (new additional location or initial applicant only)					
114	Has the same	ann amhlichad	specific activities that will be undertaken to most placement and retention or	ala9				
1.14	Yes Yes	□ No	specific activities that will be undertaken to meet placement and retention go Not Applicable (new additional location only)	aisr				
	⊠ i es	L No	Not Applicable (new additional location only)					
1.15	Describe the	specific activi	ties that the campus will undertake to meet these goals,					
	*Westwood C	College Online	e established a retention rate goal of 70% for 2014.					
			he communication process between instructors and academic advisors. This a	llows for earlier				
	identification	of at-risk stud	dents.					
	*The campus	will look at in	mproving inside coaching to assist students.					
	*Work toward	d improving f	aculty monitoring and ensure faculty are meeting online teaching standards.					

ACICS INITIAL, REEVALUATION, OR ADDITIONAL LOCATION INCLUSION REPORT VER. January 1, 2014 Page 7 of 68 *During week 1 of classes, there has been implementation of a video announcement submitted by the instructor. Program chairs also embedded video announcements introducing themselves to their program students. *Placement *Improve evaluating process of employment rates and other and other employment data. *The Career Services Team will meet with the Academic Dean, and Program Chairs toreview Program Advisory Committee recommendations for additional job leads. *The Career Advisor will attend adobe connect room meeting with students. This will provide students with information and tips for students first mock interview. *The campus implemented exit interview process and graduation packets for all graduates. *The campus will continue to focus on improving the performance and user friendliness in the classrooms. *Career Services schedules guest speaker webinars in areas of career interest. Does the campus have documentation to show the following? 1,16 (a) That the CEP has been implemented. X Yes ☐ No (b) That specific activities listed in the plan have been completed. □ No X Yes (c) That periodic progress reports have been completed. No 1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee. Mr. Louis Pagano is the chief operating officer at Westwood College Online campus and responsible for implementing and monitoring the campus effectiveness plan (CEP). He is assisted with the CEP by a campus steering committee consisting of the executive assistant, onsite administrator, director of student services, vice president admissions, academic dean, director of marketing, and academic operations managers. Mr. Pagano began his Westwood College career in 2001. He became the online chief operating officer September 2010. He holds a bachelor degree in Electrical Engineering from the University at Buffalo, The State University of New York and a master's in Engineering Management from National Technological University, Ft. Collins, Colorado. He brings to the campus over twenty years of management experience. Does the campus have documentation to show that the CEP is evaluated at least annually? 1.18 X Yes Not Applicable (new additional location or initial applicant only) GENERAL COMMENTS: The CEP provided to the team meets Council expectations for CEP content. 2. ORGANIZATION 2.01 Is the following information regarding the campus appropriately stated in the catalog? (a) Governance, control, and corporate organization. X Yes ☐ No Names of the trustees, directors, and/or officers. X Yes No Names of the administrators. X Yes No 2.02 Does the campus: (a) Adequately train its employees? X Yes ☐ No (b) Provide them with constant and proper supervision? □ No X Yes (c) Evaluate their work?

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	⊠ Yes	□No	
2.03	Is the admini	stration of the campus efficient and effective?	
2.04	(a) Clearly (☐ Yes (b) Know th ☐ Yes	npus maintain written documentation to show that faculty and staff members: Inderstand their duties and responsibilities? No e person to whom they report? No and the standards by which the success of their work is measured? No	
2.05	Does the adn ☑ Yes	ninistration maintain documentation of the evaluation of the faculty and staff? No	
2.06	Has the camp ☑ Yes	ous adopted a policy on academic freedom that has been communicated to the faculty?	
2.07	Does the can ⊠ Yes	pus have an appropriate grievance policy for faculty and staff? ☐ No	
2.08	Does the car address of A	mpus catalog or the student handbook contain an appropriate grievance policy for str CICS? No Not Applicable (initial applicants only)	adents that includes the name and
2.09	Mr. Louis Pa became the o Buffalo, The	nsible for the financial oversight of the campus, and what are this person's qualification is gano is responsible for financial oversight of the campus. Mr. Pagano began his Westwo online chief operating officer September 2010. He holds a bachelor degree in Electrical Electrical University of New York and a master's in Engineering Management from Nationa orado. He brings to the campus over twenty years of management experience.	od College career in 2001. He ngineering from the University at
Even		ENTS: delivery system is online format, interviews with faculty and students promotes a spirit g students, staff, and faculty.	of cooperation and open
3.	ADMINI	STRATION	
3.01		ence that the chief on-site administrator(s) or the self-study coordinator for the campus a onths prior to the final submission of the self-study?	attended an accreditation workshop
3.02	Are all staff v ✓ Yes	well trained to carry out administrative functions? ☐ No	
3.03	Mr. Ralph F holds a bach	n-site administrator, and what are this person's qualifications? Treye is the onsite administrator and vice president of student services. He began his West elor degree in Accounting from Ferris State University, Big Rapids, Michigan and a mast on from Argosy University, Chicago, Illinois. He brings to the campus over eighteen year	er's degree in Business
3.04	Does the can	npus list degrees of staff members in the catalog?	
	If Yes, is app	ropriate evidence of the degrees on file?	

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	⊠ Yes	□No		
7.05	Yearlines on 2.4	and the state of the same	the state of the s	-7
3.05		ence that the car I aid activities.	mpus keeps adequate records to support the following administrative operation	18 !
	⊠ Yes	□ No	Not Applicable (campus does not participate in financial aid)	
	(b) Admissi	A CANADA	- 100 - physicanic (campus aver not participate in intancial and)	
	X Yes	□No		
	(c) Curricul	um.		
	⊠ Yes	☐ No		
	(d) Accredit	ation and licens	ure.	
	Yes	⊠ No		
	(e) Guidano	The state of the s		
	⊠ Yes	☐ No		
		onal resources.		
	⊠ Yes	□ No		
	(g) Supplies ☑ Yes	and equipment		
		ool plant.		
	Yes	No Plant.		
	(i) Faculty			
	Yes Yes	□ No		
		activities.		
	⊠ Yes	□No		
	(k) Student			
	⊠ Yes	□ No		
3.06	(3-1-303 (a) placement, a	: The school de ttestations, and	n, insert the section number in parentheses and explain: see not keep adequate records as it relates to accreditation and licensure on the waiver verification. ity-to-benefit students?	CAR. Especially regarding
5,00	Yes		to Question 3.11.)	
3.11	Do student fi	les contain evid	ence of graduation from high school or the equivalent?	
3.12			naintained for all students?	
	⊠ Yes	□ No		
3.13	Is the grading	g system fully e: No	xplained on the transcript, and is it consistent with the grading system that appear	rs in the campus catalog?
	(Section 3-1	-303(e)): The gr	ading system is not fully explained on the transcript and is not consistent with the	at appearing in the catalog,
3,14	Are student i	ecords protected	from theft, fire, water damage, or other possible loss?	
3.15	Does the can ⊠ Yes	npus maintain tr No	anscripts for all students indefinitely?	
3.16	Does the can ✓ Yes	npus maintain ac	lmissions data and other records for at least five years from the last date of atten-	dance for all students?
4 1		The second second	TH STUDENTS	
7: 1	KELAII	OLIO WILL	III STODENIS	

4.01 How many student files were reviewed during the evaluation?

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		viewed a total of 62 student files, including: 10 currently active students, 19 current stud graduates from the CAR, 2 new students from the CAR, 3 re-enters from the CAR and 10	
4.02	Does the can	npus ensure that its student relations reflect high ethical standards?	
4.03	Does the cam ⊠ Yes	npus have appropriate admissions criteria?	
4.04	Does the cam	pus contract with third parties for admissions and recruiting purposes? No	
4.05		ence to document that admissions criteria are applied consistently to all students admitteria (e.g., that students admitted into specific programs for the same start date are admitted	
4.06	Does the adn ☑ Yes	nissions policy conform to the campus's mission?	
4.07	Is the admiss ☑ Yes	ions policy publicly stated?	
4.08	Is the admiss ☑ Yes	ions policy administered as written?	
4.09	(a) Clearly (☐ Yes (b) Outlines ☐ Yes (c) Has a sig ☐ Yes	appus use an enrollment agreement for each enrolled student that : outlines the financial obligations of both the institution and the student? \[\sum No \] all program related tuition and fees? \[\sum No \] gnature of the student and the appropriate school representative? \[\sum No \] ence that a copy of the agreement has been provided to the student?	
	Yes	□ No	
4.10	Ms. Kimberl Beckman ha Business Ad	nsible for the oversight of student recruitment at the campus and what are this person's quality Beckman, senior vice-president of admissions, is responsible for the oversight of studers a master's degree in Business Adminstration from University of Colorado-Colorado Sministration and Spanish from Coe College, Iowa. She has been working at Westwood rrent role since 2011.	it recruitment at the campus. Ms. prings and a bachelor's degree in
4.11	campus? The team in	can able to verify that the recruiting process for new students is ethical and compatible with interviewed two admissions representatives and the vice-president of admissions as to verify the recruiting process for new students is ethical and compatible.	
4.12		□ No	mation regarding the following?

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	∑ Yes(e) Operating∑ Yes	☐ No g policies. ☐ No			
4.13		es the campus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while tudent, or as a result of other marketing activity? Yes No			
4.14	Does the state	in which the campus operates require representatives to be licensed or registered?			
	If Yes, is evide ☐ Yes	ence of licensure or registration on file? No			
4.15	Are the titles	of recruitment and enrollment personnel appropriate?			
4.16	Does someon and disbursen Yes	e other than recruitment and enrollment personnel make final decisions regarding finance nent? No Not Applicable (campus does not participate in financial aid)	ial aid eligibility, packaging, awarding,		
4.17	Are all recruit ☑ Yes	e all recruiters supervised by the campus to ensure that their activities are in compliance with all applicable standards? Yes \sum \subset No			
4.18	Does the cam ☐ Yes	pus have written policies and procedures for evaluating and accepting transfer of credit? ☐ No			
4.19	Is there eviden Yes	ce that the campus properly awards transfer of credit? No Not Applicable			
4.20	Does the cam	pus publicize its transfer credit policies, including policies related to accepting transfer c No	redit from another campus?		
4.21	Has the campus established articulation agreements with other institutions? ⊠ Yes □ No(Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs)				
	If Yes, has the ⊠ Yes	campus published a list of institutions with which it has established the agreements?			
4.22		Does the campus provide documented notification to students of the articulation agreements and the transferability of credits in the programs that are offered? ✓ Yes □ No			
4.23		Is the maximum permissible number of transfer credits into the program limited to one-half or fewer of the credits required for master's degree? Yes \sum No			
4,24	Is the standard ☑ Yes	ds of satisfactory academic progress policy published in the catalog? ☐ No			
		ne page number(s) where the standards of satisfactory academic progress policy is publish s of statisfactory academic progress can be found in the addendum to the academic cat-			
4.25		dards of satisfactory academic progress (SAP) policy published in the catalog contain the ion of the maximum time frame allowed for students to complete a program as 1.5 tim			

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				must successfully complete at the end of each evaluation
			he program within the maximum time frame.	
	⊠ Yes	□ No	23.50 J. C.	
	(c) Procedure ⊠ Yes	No	ishing satisfactory academic progress.	
			ets of the following on the CGPA and successful cour	urse-completion percentage:
	Withdraw		is of the following on the Col 11 time successful con-	ase completion percentage.
	⊠ Yes			
	Incomple	te grades.		
		□ No		
	Repeated			
	⊠ Yes	□ No		
	Non-puni Yes	tive grades.	☐ Not Applicable (campus does not offer)	
		it or remedial		
	⊠ Yes	□ No	Not Applicable (campus does not offer)	
	A warning			
	⊠ Yes	☐ No	☐ Not Applicable (campus does not use)	
		onary period.		
	⊠ Yes	☐ No		
	An appea			
	⊠ Yes	□ No	LALSE IS	
	Yes	led-enrollmen	Not Applicable (campus does not offer)	
			ent changes programs.	
	⊠ Yes	□ No	Not Applicable (campus only offers one program	m of study
		t when a stud	nt seeks to earn an additional credential.	
	⊠ Yes	□ No	Not Applicable (campus only offers one credent	tial)
		cations of tra	sfer credit.	
	⊠ Yes	□ No		
4.26	Door the come	us apply its C	AP standards consistently to all students?	
4.20	Yes	No	Ar standards consistently to an students;	
	Z 103	L110		
4.27	Are students w	ho are not ma	king satisfactory academic progress properly notified?	?
	⊠ Yes	☐ No	Not Applicable (no students are in violation o	
100				
4.28		ted at the end	of each academic year or at 50% of the normal progra	am length if the program is one academic year in length
	shorter?	□ No		
	⊠ Yes	LI NO		
4.29	Is SAP evalua	ited at the en	of the second academic year and at the end of eac	ch subsequent academic year where students must have
0.22			scale of 4.0 or its equivalent?	3, 3, 3, 3, 3, 3, 3, 3, 3, 3, 3, 3, 3, 3
	⊠ Yes	□ No	Not Applicable (all programs are one year or	less)
4.30		And the second second	king satisfactory academic progress at the end of the s	
	⊠ Yes	☐ No	☐ Not Applicable (all programs are less than two	years)
4.31	Asa amilitativa	and quantita	ive components evaluated cumulatively for all periods	e of a ctudent's appeallment?
4.31	Yes	□ No	ive components evaluated cumulativery for all periods	s of a student's enforment?
	Z 1.63			
4.32	Are students a	llowed to rem	in on financial aid while under warning status?	
	⊠ Yes	☐ No	☐ Not Applicable (campus does not participate i	in financial aid)
	200			
	If Yes, is the st Yes	udent informe	d of this policy?	
	INTES	LINO		

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4.33	Are students considered to	whose appeals are granted due to mitigating circumstances placed on probation, eligibite making satisfactory academic progress?	lity for financial aid reinstated and		
4.34		who are placed in an extended-enrollment status denied eligibility for federal financi			
4.35	Do credits att	rempted during the extended-enrollment status count toward the 1.5 times of normal program No Not Applicable (campus does not have extended enrollment)	n length?		
4.36		who have exceeded one and one-half times the standard time frame and were awarde ancial obligations waived? No Not Applicable (there is no such student)	d the original credential, were any		
4.37	Are students Yes	required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all progra No	ms?		
4.38	Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications? Mr. Fletcher Brown, registrar, is responsible for the administration of statisfactory academic progress. Mr. Fletcher has an associate degree in Computer Networking, a bachelor's degree in Computer Network Management and a master's in Business Administration, all from Westwood College. He has been working in academic registration since 2000, and 11 of those years are at Westwood.				
4.39	Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs? ☑ Yes ☐ No				
4.40	(a) Schola(b) Grants(c) Loans.				
	If Yes for any	item, does the campus properly identify all scholarship, grant, and loan programs?			
4.41	Does the can its catalog? Yes	npus fully disclose the terms, conditions, and application procedures regarding campus loan No	1, scholarship and grant programs in		
4,42	Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees? Yes No				
4.43	Are tuition ar ⊠ Yes	nd fees clearly stated in the catalog? ☐ No			
	If Yes, have s ⊠ Yes	students confirmed receiving a copy of the catalog? No Not Applicable			
4.44	(a) Charges ⊠ Yes	ial records of students clearly show the following? No r the posting of tuition. No			

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	(d) Other ch	No No		
4.45	Is the effectiv	re date listed on announcements of changes in tuition and fees? No Not Applicable (campus has not changed tuition or fees)		
4.46	Is the campus Yes	s' refund policy published in the catalog?		
4.47	Is the refund p ✓ Yes	policy fair, equitable, and applicable to all students?		
4,48	Is the campus ☐ Yes	s following its stated refund policy?		
4.49	Does the cam ⊠ Yes	pus participate in Title IV financial aid? ☐ No (Skip to question 4.57)		
4.50	Mr. Adam W Mr. Witacre	Who is responsible on-site for administering student financial aid, and what are this person's qualifications? Mr. Adam Whitacre, Director of Student Finance/Student Finance Supervisor, is the on-site administrator responsible for financial aid. Mr. Witacre has a bachelor's degree in Communication from the University of Colorado and has been working in student finance for 1 years, 5 of which are in his current position.		
4.51	Is the person ⊠ Yes	who determines the amount of student awards <i>not</i> also responsible for disbursing those aw No	vards?	
4.52	Are final student financial aid award determinations made by administrative individuals who are <i>not</i> responsible for recruitment? Yes \Boxed{\Boxes} No			
4.53	Is the financi changes in the Yes	ial aid administrator a member of a state, regional, or national financial aid association are field?	and up to date on procedures and	
4.54	in professiona Mr. Whitaero regular updat	the financial aid office stays current with regulation and policy changes in financial aid (in all organizations held by this individual). e is a member of the National Association of Student Financial Aid Administrators (News from NASFA regarding changes in policy and regulations with financial aid, which he can company, provides weekly training sessions for all employees within the financial aid company.	NASFA). Mr. Whitacre receives communicates to his employuees.	
4.55	Is there evide Yes	nce that the financial aid administrator regularly participates in professional awareness activi	ties?	
4.56		upus have a written policy that accurately reflects the U.S. Department of Education's definitor clock-to-credit hour programs, including conversion ratios?	tion of a credit hour for credit hour	
4,57	Does the cam	ipus provide discounts for cash received in advance of the normal payment schedule? No (Skip to question 4.58.)		

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4.58	Describe the student services offered by the campus such as, but not limited to, structured tutoring, academic or personal counseling, student orientation, etc.				
	The campus offers structured tutoring for all students. Student success workshops are available to students and cover a wide variety o topics including time management, study skills, and navigating the learning management system. Every new student is assigned a success coach who is responsible for providing academic advising and support for the first three terms.				
4.59	Are follow-up studies on graduate and employer satisfaction conducted at specific measuring points following the placement of the camparaduates? Yes No Not Applicable				
4.60	Who is the person on staff responsible for the oversight of counseling students on employment opportunities, and what are this person qualifications? Ms. Cassandra Nicholl, Director of Career Services, is responsible for the oversight of counseling students on employment opportunities. Ms. Nicholl has a bachelor's degree in Sport Science from the University of Idaho and has been working in career services at the camp since 2009. She was brought into her current role in 2013.				
4.61	Does the campus offer employment assistance to all students? No No No Applicable (campus enrolls only international students on a student visa)				
4.62	Does the campus use placement percentages or salary projections as part of its recruiting activities? ☐ Yes ☐ No				
4.63	The beginning enrollment on the most current Campus Accountability Report (CAR) is 2144 The ending enrollment reported on the previous year's CAR is 2144				
4.64	Was the team able to verify the retention rate for the campus and for each program as reported on the Campus Accountability Report (CAF last submitted to the Council? Yes No Not Applicable				
4.65	Are students who receive financial aid counseled concerning their student loan repayment obligations? Yes No Not Applicable (campus does not participate in financial aid)				
4.66	Describe the process the campus utilizes to ensure that students are counseled concerning their student loan repayment obligations. When the campus determines a student is leaving, the student finance advisors contact the student to discuss repayment with their loan obligations. In addition, former students receive an email from the campus explaining their repayment obligations.				
4.67	Describe the extracurricular activities of the campus (if applicable). The campus has a social media site called "In Circle" for current students and alumni where they can network and communicate wit each other. Current students can create learning groups to support each other in their learning.				
4.68	Do all students enrolled in master's degree programs possess a bachelor's degree? ☑ Yes ☐ No				
5. E	DUCATIONAL ACTIVITIES				
5.01	Are the credentials awarded by the campus in compliance with its accreditation approval and in compliance with applicable state laws \boxtimes Yes \square No				
5,02	Who is assigned to oversee the educational activities of all programs at the campus, and what are this person's qualifications? Ms. Aimee Callahan, the academic dean, is assigned to oversee the educational activities of all programs. She holds a bachelor's degree in Theatre, a master's degree in Communication, a master's degree in Education, and an Ed.D. degree in Adult Education—all from the University of Wyoming. She was named academic dean at this institution in January 2013.				
5.03	Does this person have appropriate academic or experiential qualifications? No				

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5.04	Describe how the campus makes provisions for program administrators to have sufficient authority as and administration of the programs. The team verified that the administration and program chairs have sufficient authority and support in the sup	2,3300 (32,000,000,000	
	and administration of programs. Each program chair participates in an annual curriculum review and need are identified, there are systems in place for communication of recommendations and approval.		
5.05	Is the time devoted to the administration of the educational programs sufficient? ☐ Yes ☐ No		
5.06	Is there a published policy on the responsibility and authority of faculty in academic governance? \boxtimes Yes \square No		
5.07	Does the policy, at a minimum, address the role of the faculty in the following areas? (a) Development of the educational program.		
	 ✓ Yes No (b) Selection of course materials, instructional equipment and other educational resources. ✓ Yes No 		
	(c) Systematic evaluation and revision of the curriculum. ✓ Yes □ No		
	(d) Assessment of student learning outcomes. ☐ Yes ☐ No		
	(e) Planning for institutional effectiveness. ☑ Yes ☐ No		
5.08	Is there evidence that this policy has been adopted and faculty members are aware of it? ✓ Yes ☐ No		
5.09	Does the campus have any programs that require specialized or programmatic accreditation to obtain entry-level employment or licensure to the state in which the campus is approved? Yes No (Skip to question 5.10)		
5.10	Does the campus have any programs with current specialized or programmatic accreditation? ☐ Yes ☐ No (Skip to question 5.14)		
5.14	Are the educational programs consistent with the campus' mission and the needs of its students? ☑ Yes ☐ No		
5.15	Do the formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and continuous formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and continuous formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and continuous formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and continuous formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and continuous formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and continuous formation of policies and the design of educational programs involve students, graduates, administrators, faculty, and continuous formation of policies and programs involve students, graduates, administrators, faculty, and continuous formation of policies and programs involve students.		
5.16	What provisions are made for individual differences among students?		
	Each student is assigned an academic advisor to whom the student can go for individual issues. The available, as well as subject-matter coaches. Students can pay to take an opt-out exam for most first passing the exam receive course credit, but the grade does not affect the student's GPA.		
5.17	Describe the system in place to evaluate, revise, and make changes to the curriculum. The team was able to verify a system is in place for curriculum assessment, evaluation, and revision academic dean at least once per quarter to review the curriculum and make changes if needed.	n. The program chairs meet with the	
5.18	Does the faculty participate in this process? ☑ Yes ☐ No		
5.19	Is credit appropriately converted in relation to total student contact hours in each class? Yes No		

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5.20		s awards academic credit to students who demonstrate subject competency based on actis there an established systematic method for evaluating and awarding academic credit to No No Not Applicable (campus does not award such credit)		
	If Yes, is ther ⊠ Yes	e appropriate documentation of the assessments of knowledge, skills, or competencies recommon Not Applicable (no student has made such a request)	quired?	
5.21	Are courses a ⊠ Yes	and breaks scheduled appropriately, given the students' academic background and the course No	ework involved?	
5.22	 are offered w. (a) Facilities ✓ Yes 	□ No onal equipment. □ No es. □ No	urses? (If only nondegree programs	
5.23	Does the cam	pus provide an environment for its faculty that is conducive to effective classroom instruction?		
5.24	Are the quant	ty and type of instructional materials and equipment proportionate to the size of the campus and types of programs?		
5.25		team's observation of the instructional materials used, interviews with students and faculty, and a review of software licenses, in compliance with applicable licensing and copyright laws?		
5.26	Are official tr ⊠ Yes	anscripts for all qualifying credentials and for those credentials listed in the catalog on file for all instructors?		
5.27	translated int	transcripts from institutions not accredited by agencies recognized by the United States of English and evaluated by a member of the Association of International Credential If Credential Evaluation Services (NACES) to determine the equivalency of the credentials to States? No Not Applicable (no faculty members hold foreign credentials)	Evaluators (AICE) or the National	
5,28	Is there docur	mented evidence of a systematic program of in-service training at the campus?		
		this documented? n-service training sessions are held each quarter. Attendees have a certificate of attendance	placed in their faculty file.	
5.29		ence that appropriate faculty development plans have been developed and implemented are letted activities listed on the plans?	nnually, including documentation to	
		provided both 2013 and 2014 development plans. The 2014 plans held plans but little documentation of the implementation of the plans.	mentation since the year is so new.	
5.30	Is there evide	nce that full-time and part-time instructors participate in regularly scheduled faculty meeting	gs?	

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	⊠ Yes	□No		
5.31	Is there an a programs? Yes	dequate core of full- and/or part-time faculty to assure sound direction and continuity of	development for the educational	
5.32	Does the institu	ntion utilize contracts and/or agreements with other institutions or entities? No		
5.33		Does the program include at least 10 semester hours, 15 quarter hours, or their equivalent and no more than 15 semester hour quarter hours, or their equivalent in general education or applied general education courses? ☑ Yes ☐ No		
5.34	Are the general Yes	ral education and/or applied general education courses relevant to the chosen degree, and delication No	o they meet Council standards?	
5.35	Are instructor Criteria? ✓ Yes	ors teaching general education courses assigned in keeping with the minimum requireme	nts as stated in the Accreditation	
5.36	Does the pro	gram include a minimum of 15 semester, 22.5 quarter hours, or their equivalent in general o	education courses?	
5.37		to the programs' general education courses meet Council standards in that the courses place emphasis on principles and theory not ractical applications associated with a particular occupation? Yes \sum No		
5.38		Are at least one-half of all courses that are part of each associate's degree program taught by faculty members who have go degrees, professional degrees, or bachelor's degrees plus professional certification? Yes \sum No		
5.39	Does the pro	gram include a minimum of 36 semester hours, 54 quarter hours, or their equivalent in gene No	eral education courses?	
5.40	Do the progra	am's general education courses meet Council standards? ☐ No		
5.41		one-half of all lower-division subjects and all upper-division courses that are part of the bac bers who have graduate degrees, professional degrees, or bachelor's degrees plus profession \[\sum_{No} \]		
6.	EDUCAT	TIONAL FACILITIES		
6,01	Describe the physical facility of the campus (include details such as campus location, square footage, distribution of space, parking situa and any other pertinent information). Westwood College online is 100% instruction online. Students access their online courses via MyPath (Blackboard) and have access their courses, and Student Resources including the Library, online Tutoring Center, and other resources. Administrative offices and other space is located on the second floor of a two story building located in a commercial district. This space is includes 43,000 square feet to support the online administrative support and administrative staff. There is ample parking and the building handicap accessible.			
6.02		pus utilize any additional space locations? ☑ No		
6.03	Does the cam	ppus utilize campus additions? ⊠ No		

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6.04	offered?	ties (including additional space and campus additions) appropriate for the size of the stud	lent population and the programs
	⊠ Yes	□ No	
6.05	Are the follo campus addit (a) Equipme (b) Yes (b) Instruction (c) Machine (d) Yes	ent No onal tools No	is (including additional space and
6.06	Is there evide	ence on file to show that all campus facilities are in compliance with fire, safety, and sanitation No Not Applicable	n regulations?
7.	PUBLICA	ATIONS	
7.01	The catalog	was used during the evaluation (please include the year, number, and volume if appropriate) used during the evaluation visit is the 2014 Academic Catalog Westwood College - Or 013. With addendas dated 01/22/2014, 2/4/2014, 2/7/2014 and an additional addendum that w	nline, Volume 6 - No.1, Revised
7.02	Does the self ☑ Yes	study or additional location application part II accurately portray the campus?	
7.03	Does the can	npus publish a catalog that is appropriately printed and bound and available to all enrolled stud No	dents?
7.04	(a) A table of Yes (b) An indice Yes (c) The name Yes (d) A statem Yes (e) A statem Yes (f) A missic Yes (g) A listing teaching Yes (h) An acade Yes (i) A full divided Yes (j) A statem Yes	alog contain the following items? of contents and/or an index. No ation of the year or years for which the catalog is effective on the front page or cover page. No ation of the year or years for which the catalog is effective on the front page or cover page. No ation of the year or years for which the catalog is effective on the front page or cover page. No ation of the year or years for which the catalog is effective on the front page or cover page. No ation of the year or years for which the catalog is effective on the front page or cover page. No ation of legal control which includes the names of trustees, directors, and officers of the corpor No ation of accreditation No ation of accreditation No ation of full-time faculty members which lists all qualifying credentials held along with the aw specialization. No accident faculty members which lists all qualifying credentials held along with the aw specialization. No accident faculty members which lists all qualifying credentials held along with the aw specialization. No accident faculty members which lists all qualifying credentials held along with the aw specialization. No accident faculty members which lists all qualifying credentials held along with the aw specialization. No accident faculty members which lists all qualifying credentials held along with the aw specialization. No accident faculty members which lists all qualifying credentials held along with the aw specialization. No accident faculty members which lists all qualifying credentials held along with the aw specialization. No accident faculty members which lists all qualifying credentials held along with the aw specialization. No accident faculty members which lists all qualifying credentials held along with the aw specialization. No accident faculty members which lists all qualifying credentials held along with the aw specialization. No accident faculty members which lists all qualifying credentials held along with the aw specialization.	varding institution and the area of curate and complete listing of all ded; the total credit or clock hours
	∑ Yes (k) A descri	 No ption of each course offered that includes the identifying number, title, credit or clock hours se contents, and any necessary prerequisites. No 	awarded, a concise description of

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	(l) An explanation of the grading system that is consistent with the one that appears on the student transcrip Yes No	pt.
	(m) A definition of the unit of credit.	
	Yes No Not Applicable (The campus does not award credit) (n) A complete explanation of the standards of satisfactory academic progress.	
	Yes No	
	(o) A description of the certificates, diplomas, and/or degrees awarded along with a statement of the require of each.	ements necessary for completion
	∑ Yes ☐ No	
	(p) The transfer of credit policy. No No	
	(q) A statement of the tuition, fees, and any other charges.	
	Yes No (r) A complete and accurate listing of all scholarships, grants, and/or loans offered.	
	Yes No Not Applicable (no scholarships, grants, or loans offered)	
	(s) The refund policy.	
	 ∑ Yes	
	(t) A statement describing the student services offered. ☐ Yes ☐ No	
	(u) A student grievance policy that includes the name and address of ACICS (may be in the student handbox Yes No Not Applicable (initial applicants only)	ok instead of catalog).
	If No for any item, insert the section number in parentheses and explain: (Section 3-1-701 and Appendix C): The catalog does not contain an explanation of the grading system that appears on the transcript. The grading system that starts on page 49 of the catalog gives explanations of the not listed on the transcript to include proficiency (PR), transfer (TR), pass (P)/ no pass (N), incomplete course (R). Additionally, on page 153 of the catalog, other grades listed are audit (AU) and equivalent (EQ in the catalog. On the transcript, an additional "other grade" of withdraw pass/no pass (WPN) has been statements that attempt to explain repeated courses and withdraw and transfer, but the statements do not mate	e following designations that are (I), withdraw (W), and repeated), although neither are explained ated. There are statements on the
7.05	Does the campus offer degree programs? ☑ Yes ☐ No	
	If Yes, does the catalog contain the following?	
	(a) An explanation of the course numbering system (for all levels).	
		forming and administration and tracked bates
	(b) Identification of courses that satisfy general education requirements (for occupational associate's, acad degrees only).	emic associate s, and bachelor s
	⊠ Yes ☐ No	2 11 2 1 1 1 2 2
	(c) Identification of courses that satisfy the concentration requirements (for academic associate's and bache ☐ Yes ☐ No	lor's degrees only).
	(d) Identification of courses that satisfy the upper-division (for bachelor's degrees only).	
	☐ Yes ☐ No ☐ Not Applicable	
7.06	Does the campus offer courses and/or programs via distance education? ☐ Yes ☐ No (Skip to Question 7.07.)	
	If Yes, does the catalog contain the following?	
	 (a) A description of each mode of delivery used for distance education courses. ✓ Yes □ No 	
	(b) Any additional or different admissions requirements for students taking distance education courses.	440
	Yes No Not Applicable (there are no additional or different admissions requirem (c) A description of any tests used to determine access to distance education.	ents)
	☐ Yes ☐ No ☐ Not Applicable (no additional tests are given)	
	(d) A description of the resources and equipment the students must have to avail themselves of distance education of the resources and equipment the students must have to avail themselves of distance education.	acation instruction.

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	(e) Costs and fees associated specifically with distance education.		
	☐ Yes ☐ No ☐ Not Applicable (there are no ac	lditional costs and fees)	
7.07	Does the catalog contain an addendum/supplement? ☐ Yes ☐ No (Skip to Question 7.08.)		
	(a) Is the catalog updated at an appropriate interval (the adde expectation)?	ndum/supplement should not be used a	s a substitute for meeting this
	 ✓ Yes No (b) Does the addendum supplement include the school name, local if effective dates vary)? ✓ Yes No 	ntion, and effective date for the entire docu	ament (or for individual sections
	(c) Do students receive a copy of the addendum/supplement with ☐ Yes ☐ No	the catalog?	
2.5			
7.08	Is the catalog available online? ☑ Yes ☐ No (Skip to Question 7.09.)		
	If <i>Yes</i> , does it match the hard copy version? ☑ Yes ☐ No		
7.09	Does the campus utilize a multiple-school catalog? ☐ Yes ☐ No (Skip to Question 7.10.)		
7.10	Is all advertising and promotional literature, through any type of m ☐ Yes ☐ No	edia (social media, website, newspapers, e	etc.), truthful and dignified?
7.11	Is the correct name of the campus listed in all advertising, web pos ☑ Yes ☐ No	tings and promotional literature?	
7.12	Where does the campus advertise (publications, online, etc.)? The campus advertises online through their website, through direct	mailers, flyers, newspapers and television	1.
	Are all print and electronic advertisements under acceptable headin ✓ Yes ☐ No	ngs?	
7.13	Does the campus use endorsements, commendations, or recommer ☐ Yes ☐ No (Skip to Question 7.14.)	dations in its advertising?	
7.14	Does the campus utilize services funded by third parties? ☐ Yes No (Skip to Question 7.15.)		
7.15	Does the campus avoid offering monetary incentives to attract graduates? ☐ Yes ☐ No	students and avoid making guarantees f	for job placement or salary for
7.16	Is the phrase "for those who qualify" properly referenced in all adv ☐ Yes ☐ No ☐ Not Applicable (campus does re		
7.17	What institutional performance information does the campus routing. The institutional performance information that the campus prograduation rates and placement rates.		on on college completion and
	Where is this information published and how frequently is this information is published online and was undated for the 2012.		

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7.18	Does the catalog have a separate section describing the describes the following:	
135		
	(a) Program requirements ⊠ Yes □ No	
	(b) Admission procedures	
	⊠ Yes ☐ No	
	(c) Transfer policies	
		
	Yes □ No	
	(e) Regulations	
	⊠ Yes □ No	
	(f) Course descriptions ⊠ Yes □ No	
	MENDATIONS:	2
Command vi	nendations are given for the website www.westwoodcollegesuccess.com and the booklet that was created doos that tell the story of graduates who have transformed their lives, families, and futures at Westwood.	for student success stories
	LIBRARY, INSTRUCTIONAL RESOURCES, AND TECH	NOLOGY
8.01	Does the campus develop an adequate base of library resources?	
	Yes No	
3.02	Does the campus ensure access of library resources to all faculty and students, including students at no	
0.02	Yes No	innam campuses:
8.03	Does the campus provide training and support to faculty and students in utilizing library resource	es as an integral part of the learning
	process? ☑ Yes ☐ No	
8.04	Are adequate staff provided to support the development, organization of the collection, and access o	f library resources?
	⊠ Yes □ No	
8.05	Describe how the campus develops continuous assessment strategies for resources and information ser	vices?
	Faculty members report that they can recommend any new databases to add to the campus holdin	
	faculty requesting resources. All holdings are electronicwith no hard copies of any resources.	
	Are these methods appropriate?	
	⊠ Yes □ No	
8.06	In the Change of the advantable trained to manage the Change	
00,8	Is the library staff adequately trained to support the library? ☐ Yes ☐ No	
8.07	Is the campus' established annual budget appropriate to the size and scope of the campus and the pr	
	appropriately expended for the purchase of books, periodicals, library equipment, and other resource ⊠ Yes □ No	and reference materials?
8.08	What is the amount of the current year's library budget excluding personnel allocations?	
	The current year's library budget is \$21,065.	
3.09	What portion of the current year's library budget has been spent and how has the money been allocated	ted?
	A total of \$5,425 (26%) has been spent thus farall on electronic databases.	
8.10	Is there evidence that the faculty have major involvement in the selection of library resources?	

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	⊠ Yes	□ No		
8.11	Are the librar	ry hours adequate to accommodate the needs of all students?		
8.12		the faculty inspire, motivate, and direct student usage of the library resources? The faculty inspire, motivate, and direct student usage of the library resources? The faculty inspire, motivate, and direct student usage of the library resources?	ources. This was confirmed by a	
	Are these me ⊠ Yes	thods appropriate?		
8.13	Is the Dewey ☑ Yes	Decimal, Library of Congress, or other appropriate system of classification used to organize No	the library materials?	
		the section number in parentheses and explain: es are organized online by subject area.		
8.14	Are records o ✓ Yes	of physical and/or online resources and circulation accurate and up to date?		
8.15		agreements are in effect, are the provisions appropriate, do they ensure practical use and actudent use documented? ☐ No ☐ Not Applicable (no interlibrary agreements)	cessibility to the students, and is	
8.16	Describe any full-text online collections available to students. The library includes several EBSCO databases, LexisNexis, and Proquest. The campus has recently dropped five databases, include EBSCO Academic Search Premier, which is critically useful for the MBA students.			
8.17		ry physical holdings and /or full-text online collections up to date and adequate for the size nt in its educational programs?	of the campus and the breadth of	
8.18	Does the libr	ary collection include holdings in the humanities, arts, social sciences, and sciences, including No	ng mathematics?	
8.19	Ms. Denise I	n-site librarian, what are this person's qualifications, and what are his or her hours on-site? Lord is the on-site librarian. She holds a master's degree in Library Science from the Universian since February 2013. Her hours on-site are Monday-Wednesday from 9 a.m. until 5 p. p.m.		
	Yes (b) Facilitate Yes	ividual: se and manage the library and instructional resources? \[\sum No \] se the integration of instructional resources into all phases of the campus's curricular and education of the compusition of the campus's curricular and education of the use of the campus's curricular and education of the use of the campus's curricular and education of the use of the campus's curricular and education of the use of the campus's curricular and education of the use of the campus's curricular and education of the use of the campus's curricular and education of the campus's	tional offerings?	
	⊠ Yes	□ No		
8.20		iduals who supervise the library and assist students with library functions well-trained and co the library technologies and resources?	mpetent in both using and aiding	
8.21		staff transcripts from campuses not accredited by agencies recognized by the United State of English and evaluated by a member of the National Association of Credential Evaluation Serv		

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	of Internation States?	al Credential	Evaluators (AICE) to determine the equivalency of the degrees to de	grees awarded by campuses in the United
	Yes	☐ No	Not Applicable (staff do not hold foreign credentials)	
8.22	Is documenta	tion on file to	reflect the librarian's participation in professional growth activities?	
8.23	Are the hours	the library is	s open adequate to accommodate the needs of all students?	
			mber in parentheses and explain: electronic library, all resources are available all of the time.	
8.24			ailable appropriate reference, research, and information resources to be enhance student learning?	provide basic support for curricular and
8.25	Are appropria ☑ Yes	ite reference i	naterials and periodicals available for all programs offered?	
8.26			rces organized for easy access, usage, and preservation?	
8.27	Is there a curr ⊠ Yes	rent inventory	of instructional resources?	
8.28	Does the car objectives and Yes		ppropriate and sufficient instructional resources, equipment, and maintains students?	aterials to meet its educational program
8.29	Has the camp	ous designated No	d an individual with the ability to maintain the resources and to assist	students and faculty?
8.30	Do the resour		he study, reading, and information technology facilities necessary to se campus?	support the effectiveness of all the courses
8.31	Is there a cur Yes	rent inventor	of instructional resources, including online resources?	
8.32	Are the resou	rces organize	ed for easy access and usage?	
8.33	Is it evident tl ✓ Yes	nat faculty en	courages the use of the library?	
8.34	Do the library	y holdings, in	cluding online collections, support all of the offerings of the campus?	
8.35	Ms. Denise L	ord is the on ian since Feb	, what are this person's qualifications, and what are his or her hours on- site librarian. She holds a master's degree in Library Science from the ruary 2013. Her hours on-site are Monday-Wednesday from 9 a.m.	he University of Denver and has been the
	Does this indi (a) Supervis Yes		the library and instructional resources?	

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	⊠ Yes	☐ No	on of instructional resources into all phases of the campus's curricular and educates of instructional resources?	ational offerings?	
8.36	Are all individuals who supervise the library and assist students with library functions well-trained and competent in both using and aidir in the use of the library technologies and resources? Yes \sum No				
8.37	translated in	to English and	pts from campuses not accredited by agencies recognized by the United Statevaluated by a member of the National Association of Credential Evaluation Ser Evaluators (AICE) to determine the equivalency of the degrees to degrees as	vices (NACES) or the Association	
	Yes	□ No	Not Applicable (staff do not hold foreign credentials)		
8.38	Does the ir students in Yes		supervises and manages the library hold an M.L.S. degree or the equivalent,	with special qualifications to aid	
8.39	Is documen ⊠ Yes	tation on file to	evidence that the librarian regularly participates in professional growth activities	es?	
8.40	During library hours, is there a professionally trained individual on duty who supervises the library and assists students with library functions, and who is competent both to use and to aid in the use of the library technologies and resources? ☑ Yes ☐ No				
8.41	Do the library holdings exceed the requirements of the average student in order to encourage the intellectual development of superior students and to enrich the professional development of the faculty? Yes \sum \sum No				
8.42	Does the collection include major professional journals and reference services, research and methodology materials, and as appropriate, information technologies and facilities? Yes \sum \sum No				
8.43		Are the library holdings, including full-text online collections, up to date and adequate for the size of the campus and the breadth of and enrollment in its educational programs? Yes \sum \sum No			
8.44			s the campus provide to support a better understanding of scholarly research at purnals online support an understanding of scholarly research at the graduate		
9. 1	PROGR	AM EVA	LUATION		
į	Bachelor's	Degree in B	usiness Administration: Major in Management		
1	Bachelor's	Degree in B	usiness Administration: Major in Human Resource Managen	nent	
- 0	Bachelor's	Degree in B	usiness Administration: Major in Marketing Management		
1	Bachelor's	Degree in B	usiness Administration: Major in Project Management		
1	Bachelor's	Degree in B	usiness Administration: Major in Accounting		
- 0	Bachelor's	Degree in B	usiness Administration: Major in Healthcare Management		
1	Bachelor's	Degree in B	usiness Administration: Major in Fashion Merchandising		

Academic Associate's Degree in Business Administration

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ACICS INITIAL, REEVALUATION, OR ADDITIONAL LOCATION INCLUSION REPORT VER. January 1, 2014 Page 26 of 68 Master's Degree in Business Administration 9.01 Is licensure, certification or registration required to practice in the specific career field? Yes No (Skip to question 9.02) 9.02 Who is assigned to administer the academic program(s), and what are this person's qualifications? Ms. Jennifer Dartt is the program chair for business. She has been in this position since May 2010. She holds a Master's of Business Administration degree from Westwood College Online, a master's degree in Legal Studies from Texas State University, and a bachelor's degree in Journalism. 9.03 Does this individual possess appropriate academic or experiential qualifications? X Yes Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the 9.04 educational program(s)? X Yes No 9.05 Are the time and resources devoted to the administration of the educational program(s) sufficient? X Yes 9.06 Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas: (a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)? Not Applicable (Additional Location Inclusion only) (b) Student placement rate of 70%? X Yes No Not Applicable (Additional Location Inclusion only) If No, does the campus provide one of the following: A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements? X Yes No If No, insert section numbers 2-1-809, 3-1-512 and 3-1-111 in parentheses and explain: Improvement plans were on file for the retention percentages of the bachelor's major in Human Resource Management and the major in Project Management and for the placement rate for the bachelor's major in Healthcare Management. 9.07 List the community resources and describe how they are utilized to enrich the program(s). Program advisory committee meeting minutes were reviewed, as was documentation of two guest speakers within the past year. During a telephone faculty meeting, faculty gave other examples of the use of community resources. Is the utilization of community resources sufficient to enrich the program? 9.08 ☐ No X Yes 9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both? X Yes ☐ No Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives? 9.10 X Yes 9.11 For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria? Yes No Not Applicable (these elements are not part of the program or no student is at the point of needing them)

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9.12	Does the program use independent studies? ☐ Yes	
9.14	Are the curriculum and length of the program appropriate to meet the educational and placement ob ☑ Yes ☐ No	jectives of the program?
9.15	Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, a ☐ Yes ☐ No	nd are they being followed?
9.16	Is an appropriately detailed syllabus on file for each course that includes: (a) Title and course descriptions Yes	rogram) the work assignments
9.17	Do students confirm that they receive a course syllabus and that it is followed? Yes No	
9.18	Are the courses available when needed by the student in the normal pursuit of a program of study ☑ Yes ☐ No	2
9.19	Was the team able to verify the backup documentation to support the placement rate for the pro- Accountability Report submitted to the Council? Yes No Not Applicable (there have been no graduates) How many calls to employers or graduates were attempted? The following numbers of calls were attempted: Bachelor's Degree in Business Administration: Major in Management: 6 Bachelor's Degree in Business Administration: Major in Marketing Management: 5 Bachelor's Degree in Business Administration: Major in Accounting: 3 Bachelor's Degree in Business Administration: Major in Healthcare Management: 4 Bachelor's Degree in Business Administration: Major in Fashion Merchandising: 3	gram(s) as reported on the last Campus

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Master's Degree in Business Administration:4 How many calls to employers or graduates were successful? The following numbers of calls were successful: Bachelor's Degree in Business Administration: Major in Management: 2 Bachelor's Degree in Business Administration: Major in Marketing Management: 2 Bachelor's Degree in Business Administration: Major in Accounting: 3 Bachelor's Degree in Business Administration: Major in Healthcare Management: 4 Bachelor's Degree in Business Administration: Major in Fashion Merchandising: 3 Academic Associate's Degree in Business Administration: 3 Master's Degree in Business Administration:3 How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations. The following numbers of calls confirmed employment as stated on the CAR: Bachelor's Degree in Business Administration: Major in Management: 2 Bachelor's Degree in Business Administration: Major in Marketing Management: 2 Bachelor's Degree in Business Administration: Major in Accounting: 2 Bachelor's Degree in Business Administration: Major in Healthcare Management: 0 Bachelor's Degree in Business Administration: Major in Fashion Merchandising: 1 Academic Associate's Degree in Business Administration: 3 Master's Degree in Business Administration:3 If No, insert "Section 3-1-303(a)" in parentheses and explain: Section 3-1-303(a)): The following 3 placements could not be verified: (b)(6)Was documentation on file to verify graduates classified on the CAR as "not available for placement"? 9.20 Yes X No Not Applicable If No, insert "Section 3-1-303(a)" in parentheses and explain: (Section 3-1-303(a)): Documentation on file could not be verify graduates classified on the CAR as "not available for placement." Ms. Tiffany Anderson, graduate (May 2013) from the Associate of Business Administration program, has a Career Services Graduation Packet that lists contact information, additional contact information (relatives) and professional interest information. In the professional interest information section of the front page, Ms. Anderson lists the following information that may be helpful to assist the school in her job search: "Now that I've received my Associates Degree, Iam currently furthering my education at the University of North Texas at Dallas to get my Bachelors. Although I would love to venture into marketing, I've hit a point where I'm undecided in the direction I wanted to go with my schooling. In the meantime, I would like to find a quality paying job that is part time and willing to work around my school schedule." On page 2 of this document, there is an electronic signature from the student, dated for September 26, 2013. There is an additional form titled, 'Employment Information', on this graduation form, there is a question checked by the student, "I am unable to work at this time due to the following reason: (check one) The student has checked Continuing Education Continuing School: University of North Texas at Dallas Program: Business Start Date: August 27, 2013.

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	Additionally in the Graduation Packet, there is a Career Services Gra regulatory agency's policies regarding employment status coding, docum employment." This document was signed by the VP, Student and Academ	entation required to substantiate	coding, as well as verification of				
	While the team was onsite, the Manager of Career Services, provided a 2014 from a Career Service Advisor to Ms. Tiffany Anderson, however, a of written documentation needed to support the continuing education waive	telephone conversation with the					
9.21	Does the campus participate in Title IV financial aid? ⊠ Yes □ No (Skip to question 9.24)						
9.22	hour as defined by the U.S. Department of Education for Title IV funding	Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding? Yes No Not Applicable (Clock hour programs only)					
9.23	Is there evidence that out-of-class work or the equivalency is being evalua Yes No Not Applicable (Clock hour programs						
	If Yes, briefly describe the documentation of evaluation viewed on site. Faculty gradebooks online were reviewed that documented assessment of	out-of-class work					
9.24	Are the following appropriate to adequately support the number and nature (a) Facilities. Yes No (b) Instructional equipment. Yes No (c) Resources. Yes No (d) Personnel. Yes No	e of the program?					
9.25	Are the following elements appropriately incorporated into the instructions: (a) Systematic planning. Yes No (b) Well-defined instructional objectives. Yes No (c) The selection and use of appropriate and current learning materials. Yes No (d) Appropriate modes of instructional delivery. Yes No (e) The use of appropriate assessment strategies. Yes No (f) The use of appropriate experiences. Yes No	al components of the program?					
9.27	Do the faculty members' qualifications meet the minimum require qualifications academically and experientially appropriate to the subject ✓ Yes ☐ No						
9.28	Is the size of the faculty appropriate to the total student enrollment? ☐ Yes ☐ No						
9.29	Is an adequate core of full- and part-time faculty employed to ensure sou ☐ Yes ☐ No	ind direction and continuity of de	evelopment for the program?				
9.30	Are teaching loads reasonable?						

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	⊠ Yes	□ No				
9.38		number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over a d of four semesters, six quarters, or the equivalent?				
9.39	Is there a min ✓ Yes	there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration? Yes No				
9.40	Does the cur ⊠ Yes	arriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?				
9.41	Is enrollmen ☑ Yes	t in the second	academic year of the two-year program sufficient to support regularly sched Not Applicable (no students in the second year)	duled classes?		
9.42	Are the secon	nd-year cours	es based upon appropriate first-year prerequisites? Not applicable			
9.43			quired to complete the program at least 120 semester hours, 180 quarter hours, 12 quarters, or the equivalent?	s, or their equivalent, earned over		
9.44	Is there a min ✓ Yes	nimum of 60 s	semester hours, 90 quarter hours, or their equivalent in courses within the area	a of concentration?		
9.45			on offers only the last two years of the bachelor's degree program, do the catalog and all advertising materials clearly describe ents for admission? No Not Applicable (institution offers all four years of the degree)			
9.46	Does the cur	riculum quant	itatively and qualitatively approximate the standards at other collegiate institu	utions offering the same degree?		
9.47	work?		and fourth years of the bachelor's program sufficient to support regularly	scheduled classes and laboratory		
	⊠ Yes	☐ No	☐ Not Applicable (no students in the third and fourth years)			
9.48	Are the third Yes	- and fourth-y	ear courses based upon appropriate prerequisites?			
9.49	Is there a qualified designated committee that includes students, faculty, administrators, and employers that oversees the development, modification, and maintenance of the graduate degree program? Yes No					
9.50	Who is assigned to oversee the administration of the master's program, and what are this person's qualifications? Dr. Omar Parks, program chair since November 2013, oversees the master's in Business Administration program. Dr. Parks holds a doctoral degree in Business Administration from Argosy University, a master's degree in Adult Education and Distance Learning from the University of Phoenix, and a bachelor's degree in Theatre and Dance from the University of Wyoming. He has 11 years combined experience in education as an administrator, dean, and instructor. Dr. Park's position is 100% administrative. His academic and professional experiences qualify him to chair the program.					
9.51	Does this person have appropriate academic or experiential qualifications? ☑ Yes ☐ No					
9.52	Is the time do ✓ Yes	Is the time devoted to the administration of the educational programs sufficient? ☐ Yes ☐ No				

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9.53	Are the progr ⊠ Yes	ram, courses, and services appropriate to the institution's mission and to its specific goals and No	objectives?	
9.54	Are the graduate program faculty directly involved in the development and modification of the master's degree policies, procedu curricula? ☐ Yes ☐ No			
9.55	Is the number of hours required to complete the program at least 30 semester hours, 45 quarter hours, or their equivalent, of course work plus a thesis at the graduate level; or at least 36 semester hours, 54 quarter hours, or their equivalent, of course work at the graduate level is a thesis is not required.? Yes			
9.56	Does the curr ☑ Yes	riculum quantitatively and qualitatively approximate the standards at other collegiate institu	tions offering the same degree?	
9.57	Is enrollment ☑ Yes	in the master's program sufficient to support regularly scheduled classes and laboratory we No	ork?	
9.58	Are the cours Yes	be prerequisites appropriate, and are they being followed?		
9.59	Do all faculty members possess a graduate degree in the field or related field of the courses they are teaching, and do a sufficient numb possess a terminal degree? Yes No			
9.60	Does faculty ☑ Yes	possessing terminal degrees teach at least one-half of all graduate-level courses?		
9.61	Does the can ⊠ Yes	npus encourage graduate faculty members to engage in scholarly research and to publish in No	professional journals?	
	Graduate factindings and	describe how the campus encourages scholarly activity: ulty are encouraged to engage in scholarly research including attending conferences to pre- articles in academic journals verified by expectations listed in job descriptions, items on pre- on of activities, vitae of current faculty, and discussions with administrators.		
9.	PROGRA	M EVALUATION		
	Bachelor of S	Science in Interior Design		
3	Associates in	Computer Aided Design/Architectural Drafting		
9,01	Is licensure, o ☐ Yes	certification or registration required to practice in the specific career field? No (Skip to question 9.02)		
9.02	Mr. Scott Da Interior Desig Technology, Massachusett	ned to administer the academic program(s), and what are this person's qualifications? hl, is the Program Chair and is assigned to administer the academic duties associated with an programs. He holds an Associates and Bachelor's of Fine Arts in Industrial and Interior Da Master's in Theatre History from The University of Albany and a Masters of Fine Arts is Mr. Dahl has been with Westwood College since 2006, he currently teaches two of the oollege, Mr. Dahl worked at several firms that specialized in design and project management	Design from Rochester Institute of in Theatre from the University of in-line courses. Prior to starting at	
9.03	Does this ind ☑ Yes	ividual possess appropriate academic or experiential qualifications?		

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9.04	Is there evide educational p		gram administrator has sufficient authority and responsibility for the deve	elopment and administration of the	
9.05	Are the time	and resources de	voted to the administration of the educational program(s) sufficient?		
9.06	meet or exceed (a) Student in Yes	ed- the standards	eeds of its students and the requirements of the Council, as shown by stufor the following areas: 55% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)? Not Applicable (Additional Location Inclusion only) 70%? Not Applicable (Additional Location Inclusion only)	dent achievement outcomes which	
	AC	ampus Effective	ovide one of the following: ness Plan (CEP) that includes an improvement plan for this program with of quirements?	data, analysis and activities to meet	
9,07	List the community resources and describe how they are utilized to enrich the program(s). Career Services has played an instrumental role by securing alumni and professionals to speak in a career management series of lectures that the students are encouraged to attend on-line. Several of the instructors post announcements that promote design competitions that offer students the opportunity to challenge their skills. A Program Advisory Committee compiled of a cross section of industry leaders throughout the country meet once a year to review the curriculum and make suggestions based on recent industry standards.				
9.08	Is the utilization of community resources sufficient to enrich the program? ▼ Yes □ No				
9.09	Does the cur credential, or Yes		ee a well-organized sequence of appropriate subjects leading to an occ	cupational objective, an academic	
9.10	Does the cata	log and/or other	advertising material such as brochures and web site, accurately describe the	program and its objectives?	
9.11		irrangement bety	actica, externships, or internships, does the institution have a written an ween the institution and the practicum site, including specific learning ob Not Applicable (these elements are not part of the program or no stud	jectives, course requirements, and	
9.12	Does the prog	gram use indepen	dent studies? o question 9.14)		
9.14	Are the curric	culum and length	of the program appropriate to meet the educational and placement objective	es of the program?	
9.15	Are course p ⊠ Yes	rerequisites appr	opriate, are they identified in the catalog and on the course syllabi, and ar	e they being followed?	
9.16	(a) Title and	course descripti			

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	(d) Instructional contact hours/credits
	⊠ Yes □ No
	(e) Learning objectives
	Yes No
	(f) Instructional materials and references
	⊠ Yes □ No
	(g) Topical outline of the course
	⊠ Yes □ No
	(h) Instructional methods
	⊠ Yes □ No
	(i) Assessment criteria
	⊠ Yes □ No
	(j) Method of evaluating students
	∑ Yes □ No
	(k) Date the syllabus was last reviewed
	Yes No
	For Title IV participant campuses that have <u>lecture</u> courses in <u>credit hour programs</u> or <u>clock-to-credit hour programs</u> only:
	To The It puricipan compass that have tecture courses in cream nour programs or crock-to-cream nour programs only.
	(l) Out-of-class work assignments that support the learning objectives for the course
	(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
9.17	Do students confirm that they receive a course syllabus and that it is followed?
	⊠ Yes □ No
9.18	Are the courses available when needed by the student in the normal pursuit of a program of study?
	⊠ Yes □ No
9.19	Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus
2,12	
	Accountability Report submitted to the Council?
	How many calls to employers or graduates were attempted?
	Academic associate's degree program in Computer Aided Design/Architectural Drafting: (5)
	Bachelor's degree program in Interior Design: (8)
	How many calls to employers or graduates were successful?
	Academic associate's degree program in Computer Aided Design/Architectural Drafting: (3)
	Bachelor's degree program in Interior Design: (5)
	How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy
	between the number of successful contacts and confirmations.
	Academic associate's degree program in Computer Aided Design/Architectural Drafting: (3)
	Bachelor's degree program in Interior Design: (5)
0.50	
9.20	Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
9.21	Does the campus participate in Title IV financial aid?
	Yes No (Skip to question 9.24)
9.22	Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit
	hour as defined by the U.S. Department of Education for Title IV funding?
	Yes No Not Applicable (Clock hour programs only)
	Es Es Established (Circumon Programs only)
0.22	Is there avidence that out of class work or the agriculance is being avaluated?

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	⊠ Yes	□ No	☐ Not Applicable (Clock hour programs only)	
			documentation of evaluation viewed on site. omework assignments and while talking with students, they advised they pa	articipate and complete homework
9.24	(a) Facilities	s. No onal equipmer No es. No	ate to adequately support the number and nature of the program?	
9.25	(a) Systema	tic planning. No ined instruction No ction and use No iate modes of	appropriately incorporated into the instructional components of the program? onal objectives. of appropriate and current learning materials. instructional delivery. assessment strategies. experiences.	
9.27			qualifications meet the minimum requirements outlined in the Accre y and experientially appropriate to the subject matter they teach and the level	
9.28	Is the size of ⊠ Yes	the faculty ar	opropriate to the total student enrollment?	
9.29	Is an adequat ☑ Yes	te core of full-	and part-time faculty employed to ensure sound direction and continuity of	development for the program?
9.30	Are teaching ⊠ Yes	loads reasona	ble?	
9.38			quired to complete the program at least 60 semester hours, 90 quarter hours, ix quarters, or the equivalent?	or their equivalent, earned over a
9,39	Is there a min	nimum of 30 s	semester hours, 45 quarter hours, or their equivalent in courses within the are	ea of concentration?
9.40	Does the cur	riculum quant No	itatively and qualitatively approximate the standards at other collegiate instit	tutions offering the same degree?
9.41	Is enrollment ⊠ Yes	in the second	academic year of the two-year program sufficient to support regularly sched	duled classes?

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9.42	Are the secon	nd-year courses based upon appropriate first-year prerequisites? No Not applicable	
9.43		r of hours required to complete the program at least 120 semester hours, 180 quarter ght semesters, 12 quarters, or the equivalent?	hours, or their equivalent, earned over
9.44	Is there a mir	nimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within th	e area of concentration?
9.45		ion offers only the last two years of the bachelor's degree program, do the catalog and a ents for admission? No Not Applicable (institution offers all four years of the degree)	all advertising materials clearly describe
9.46	Does the curr ⊠ Yes	riculum quantitatively and qualitatively approximate the standards at other collegiate No	institutions offering the same degree?
9.47	Is enrollment work? ☑ Yes	t in the third and fourth years of the bachelor's program sufficient to support regular No Not Applicable (no students in the third and fourth years)	larly scheduled classes and laboratory
9.48	Are the third	- and fourth-year courses based upon appropriate prerequisites?	
throug	the use of inde	very dedicated to the continual improvement of the program and has detailed plans to fustry resources, leveraging experienced faculty and on-line "best practices." MEVALUATION	
		AM EVALUATION Science in Visual Communications	
9.01	Is licensure, c ☐ Yes	certification or registration required to practice in the specific career field? No (Skip to question 9.02)	
9.02	Ms. Kelly Go including the bachelor's of Goethals has College, Ms.	ned to administer the academic program(s), and what are this person's qualifications? bethals, is the Program Chair and is assigned to administer the academic duties associate bachelors degree in Visual Communications. Ms. Goethal holds an associates of Fine Arts from University of Central Florida, and a master's in Graphic Design from Sabeen with Westwood College since 2004, she currently teaches two of the on-line Goethals was an adjunct instructor at Broward Community College and worked at vertising and photography.	e Art from Univesity of West Florida, a avannah College of Art and Design. Ms. courses. Prior to starting at Westwood
9.03	Does this ind ⊠ Yes	ividual possess appropriate academic or experiential qualifications? ☐ No	
9.04	Is there evide educational p Yes	ence that the program administrator has sufficient authority and responsibility for the rogram(s)? \[\sum \text{No} \]	development and administration of the
9.05	Are the time a	and resources devoted to the administration of the educational program(s) sufficient?	
9.06		gram meet the needs of its students and the requirements of the Council, as shown bed-the standards for the following areas:	y student achievement outcomes which

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	 (a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)? ✓ Yes ✓ No ✓ Not Applicable (Additional Location Inclusion only) (b) Student placement rate of 70%? 				
	Yes No No Applicable (Additional Location Inclusion only)				
	If No, does the campus provide one of the following: A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with or exceed Council requirements? ⊠ Yes □ No	data, analysis and activities to meet			
9.07	List the community resources and describe how they are utilized to enrich the program(s). Career Services has played an instrumental role by securing alumni and professionals to speak in a career the students are encouraged to attend on-line. Several of the instructors post announcements that pror students the opportunity to challenge their skills. A Program Advisory Committee compiled of a throughout the country meet once a year to review the curriculum and make suggestions based on recent	note design competitions that offer cross section of industry leaders			
9.08	Is the utilization of community resources sufficient to enrich the program? ☑ Yes ☐ No				
9.09	Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both? ☑ Yes □ No				
9.10	Does the catalog and/or other advertising material such as brochures and web site, accurately describe the ☑ Yes ☐ No	e program and its objectives?			
9.11	For programs that include practica, externships, or internships, does the institution have a written are outlines the arrangement between the institution and the practicum site, including specific learning of evaluation criteria? Yes Not Applicable (these elements are not part of the program or no state)	ojectives, course requirements, and			
9.12	Does the program use independent studies? ☐ Yes ☐ No (Skip to question 9.14)				
9.14	Are the curriculum and length of the program appropriate to meet the educational and placement objective ☐ Yes ☐ No	es of the program?			
9.15	Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, and ar ☐ Yes ☐ No	re they being followed?			
9.16	Is an appropriately detailed syllabus on file for each course that includes: (a) Title and course descriptions Yes No (b) Course numbers Yes No (c) Course prerequisites and/or corequisites Yes No (d) Instructional contact hours/credits Yes No (e) Learning objectives Yes No (f) Instructional materials and references Yes No (g) Topical outline of the course Yes No (h) Instructional mathods				

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		□ No nent criteria □ No of evaluating students □ No syllabus was last reviewed □ No participant campuses that have lecture courses in credit hour programs or clock-to-e class work assignments that support the learning objectives for the course □ No □ Not Applicable (Additional Location Inclusion OR clock hour p ption of the minimum amount of time a student is expected to spend on completion of t □ No □ Not Applicable (Additional Location Inclusion OR clock hour p	rogram) the work assignments
9.17	Do students o ☑ Yes	confirm that they receive a course syllabus and that it is followed?	
9.18	Are the cours Yes	ses available when needed by the student in the normal pursuit of a program of study? No	
9.19	Accountabilit Yes How many ca Bachelor's de How many of Bachelor's de How many of between the re	n able to verify the backup documentation to support the placement rate for the property Report submitted to the Council? No Not Applicable (there have been no graduates) alls to employers or graduates were attempted? egree program in Visual Communications: (13) alls to employers or graduates were successful? egree program in Visual Communications: (6) of the successful contacts confirmed the employment of the graduate as reported on the number of successful contacts and confirmations. egree program in Visual Communications: (6)	
9.20	Was documen	ntation on file to verify graduates classified on the CAR as "not available for placemen No Not Applicable	t5
9.21	Does the cam ☐ Yes	npus participate in Title IV financial aid? I No (Skip to question 9.24)	
9.22		npus' written procedures (as evidenced by their academic credit analysis) support the weed by the U.S. Department of Education for Title IV funding? No Not Applicable (Clock hour programs only)	ritten policy and definition of a credit
9.23	Yes If Yes, briefly	ence that out-of-class work or the equivalency is being evaluated? No Not Applicable (Clock hour programs only) y describe the documentation of evaluation viewed on site. as provided copies of student homework. During interviews with students, they s	acknowledge they complete homework
9.24	(a) Facilities✓ Yes	□ No onal equipment. □ No	

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		□ No		
0.25				
9,25	(a) Systemate(b) Yes(b) Well-def✓ Yes	ic planning. No ined instructio No	appropriately incorporated into the instructional components of the program? nal objectives. f appropriate and current learning materials.	
	✓ Yes(d) Appropri✓ Yes	☐ No ate modes of i ☐ No	nstructional delivery.	
	Yes (f) The use	☐No of appropriate	experiences.	
	⊠ Yes	□ No		
9.27			qualifications meet the minimum requirements outlined in the Accre and experientially appropriate to the subject matter they teach and the level	
9.28	Is the size of ⊠ Yes	the faculty ap	propriate to the total student enrollment?	
9,29	Is an adequat Yes	e core of full-	and part-time faculty employed to ensure sound direction and continuity of	development for the program?
9.30	Are teaching ⊠ Yes	loads reasonab	de?	
9.43			uired to complete the program at least 120 semester hours, 180 quarter hour 12 quarters, or the equivalent?	s, or their equivalent, earned over
9.44	Is there a mir	imum of 60 s	emester hours, 90 quarter hours, or their equivalent in courses within the are	a of concentration?
9.45		on offers only onts for admiss		vertising materials clearly describe
	☐ Yes	☐ No	Not Applicable (institution offers all four years of the degree)	
9.46	Does the curr	iculum quanti No	tatively and qualitatively approximate the standards at other collegiate instit	utions offering the same degree?
9.47	Is enrollment work?	in the third	and fourth years of the bachelor's program sufficient to support regularly	scheduled classes and laboratory
	⊠ Yes	☐ No	☐ Not Applicable (no students in the third and fourth years)	
9.48	Are the third ☐ Yes	and fourth-ye	ear courses based upon appropriate prerequisites?	

COMMENDATIONS:

The Program Chair is very dedicated to supporting her students and faculty, her efforts to leverage new technology and find innovative ways to continually improve the program.

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9. PROGRAM EVALUATION

Associate of Applied Science in Medical Insurance Coding and Billing

Associate of Applied Science in Medical Office Management

9.01	Is licensure, certification or registration required to practice in the specific career field? ☐ Yes ☐ No (Skip to question 9.02)
9.02	Who is assigned to administer the academic program(s), and what are this person's qualifications? Ms. Mary Aboutar is the healthcare program chair for both the associate of applied science in Medical Insurance Coding and Billing and the associate of applied science in Medical Office Management. She has been with Westwood College since December of 2009, orginally as the program chair for the Medical Assisting program and then in May 2011 as the program chair for the Medical Insurance Coding and Billing and Medical Office Management programs. Ms. Arboutar holds a bachelor of science in Health Care Administration from St. Leo University. She is a Registered Medical Assistant (RMA) through the American Medical Technologists (AMT), current through April 2014. Ms. Aboutar also holds a certificate in Medical Claims and Billing from the US Career Institute obtained December 2004. She has worked on and off in the field as a RMA and Medical Biller and Coder since 2004.
9.03	Does this individual possess appropriate academic or experiential qualifications? ☑ Yes ☐ No
9.04	Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)? Yes
9.05	Are the time and resources devoted to the administration of the educational program(s) sufficient? ☐ Yes ☐ No
9.06	Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas: (a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)? ☐ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only) (b) Student placement rate of 70%? ☐ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
	If No, insert section numbers 2-1-809, 3-1-512 and 3-1-111 in parentheses and explain: Placement for the Medical Office Management program is 100% with only one graduate documented as placed in field. The Medical Insurance Coding and Billing program does not have any graduates thus far.
9.07	List the community resources and describe how they are utilized to enrich the program(s). The institution utilizes a Programmatic Advisory Committee (PAC) that combines the Medical Office Management and Medical Insurance Coding and Billing programs. The committee has met once on May 29, 2013 and has another one planned in the near future. There was documentation for a guest speaker on file. New webinars for the healthcare programs are being implemented February 18, 2014 and there is also documentation on the mypath.westwood.edu website under each syllabus' assignments tab for other community involvement projects that are class specific.
9.08	Is the utilization of community resources sufficient to enrich the program? ⊠ Yes □ No
9.09	Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both? ☐ Yes ☐ No
9.10	Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives? Yes No

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0.11	For the owner.	a that brahida	and attack and the continuant in a day the institution have a maitten as	d mornally along d approximant that
9.11		arrangement b	e practica, externships, or internships, does the institution have a written and between the institution and the practicum site, including specific learning ob-	jectives, course requirements, and
	Yes	□ No	Not Applicable (these elements are not part of the program or no stude	ent is at the point of needing them)
9.12	Does the prop		pendent studies? ip to question 9.14)	
9.14	Are the curric	culum and len	gth of the program appropriate to meet the educational and placement objective	es of the program?
9.15	Are course p ⊠ Yes	rerequisites a	ppropriate, are they identified in the catalog and on the course syllabi, and are	they being followed?
9.16	(a) Title and Yes (b) Course r Yes (c) Course r Yes (d) Instruction Yes (e) Learning Yes (f) Instruction Yes (g) Topical of Yes (h) Instruction Yes (i) Assessm Yes (j) Method Yes (k) Date the Yes For Title IV (l) Out-of-com	Course descri	nd/or corequisites ours/credits and references course	m) ork assignments
9.17	Do students	confirm that t	hey receive a course syllabus and that it is followed?	
9.18	Are the cours Yes	ses available v	when needed by the student in the normal pursuit of a program of study?	
9.19			fy the backup documentation to support the placement rate for the program(mitted to the Council? Not Applicable (there have been no graduates)	s) as reported on the last Campus
	There was on	e call attempt	ers or graduates were attempted? ed for the Associate of Applied Science in Medical Office Management. attempted calls in the Associate of Applied Science in Medical Insurance Codin	ng and Billing.

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How many calls to employers or graduates were successful?

There was one successful call for the Associate of Applied Science in Medical Office Management.

There are not any graduates in the Associate of Applied Science in Medical Insurance Coding and Billing at this time.

How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations.

Associate in Medical Office Management-1

If No, insert "Section 3-1-303(a)" in parentheses and explain:

(Section 3-1-303(a)): Although there was one sucessful call confirming employment of the graduate from the Medical Office Management program, the student was not placed in field as attested by the institution. Following the ACICS verification call script, the student states that she is a freelance home health aid that does not work for any agency but takes on patients through word of mouth, family, and friends. She also stated that she had been doing this for many years before obtaining her degree and resumed this position post graduation in September 2013. Her primary skills include companionship, cooking, light housekeeping, transportation to physician appointments, and help with activities of daily living (ADL's). The student stated that she does not feel that the training she received from Westwood's Medical Office Management degree has helped her prepare for this position. She previously obtained her bachelor of Healthcare Management from Westwood. Upon team review, there is not a match for job description, title, or skills utilized allowing for an in-field placement of the graduate. The Medical Office Management program specifically states in the catalogue, and through review of curriculum offered, that this degree is designed to manage medical office operations and to teach and train students the skills necessary to work with doctors and their patients in a medical office environment. Core curriculum classes include accounting, medical insurance and administrative procedures, principles of human resource mananagement, and advanced medical office management, to name a few. The core curriculum involves over 70% management related topics and does not relate the skill set to afford a placement as in-field in regards to a home health aid position.

9.20	Was docum	nentation on file	to verify graduates classified on the CAR as "not available for placement"? Not Applicable
9.21	Does the ca ⊠ Yes		te in Title IV financial aid? ip to question 9.24)
9,22			procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit is. Department of Education for Title IV funding? Not Applicable (Clock hour programs only)
9.23	Is there evid	dence that out-o	of-class work or the equivalency is being evaluated? Not Applicable (Clock hour programs only)
	Electronic g The gradeb Computer Physiology	gradebooks wer ooks reviewed i Software Appli I (BIOL170),	documentation of evaluation viewed on site. The reviewed randomly for the Medical Office Management and Medical Insurance Coding and Billing programs included: Computer Applications (ITCS101), College Mathematics (MATH107), Success Strategies (PDVE111) cations in Healthcare (MICB151), Healthcare Billing and Reimbursement Systems (MICB240), Anatomy & and Introduction to Health Information Technology (HINT110). Student assignments, course objectives uation of progress for those objectives are being met and documented.
9.24	(a) Faciliti✓ Yes	ies. No tional equipmer No rces. No	ate to adequately support the number and nature of the program?
9.25		owing elements	s appropriately incorporated into the instructional components of the program?

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	 Yes □ No (b) Well-defined instructional objectives. Yes □ No (c) The selection and use of appropriate and current learning materials. Yes □ No (d) Appropriate modes of instructional delivery. Yes □ No (e) The use of appropriate assessment strategies. Yes □ No (f) The use of appropriate experiences. Yes □ No 	
9.27	Do the faculty members' qualifications meet the minimum requirements outlined in the qualifications academically and experientially appropriate to the subject matter they teach and t ☐ Yes ☐ No	
9.28	Is the size of the faculty appropriate to the total student enrollment? ☐ Yes ☐ No	
9.29	Is an adequate core of full- and part-time faculty employed to ensure sound direction and contin ☐ Yes ☐ No	nuity of development for the program?
9.30	Are teaching loads reasonable? ☑ Yes ☐ No	
9.38	Is the number of hours required to complete the program at least 60 semester hours, 90 quarter period of four semesters, six quarters, or the equivalent? Yes No	r hours, or their equivalent, earned over a
9.39	Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within ☐ Yes ☐ No	n the area of concentration?
9.40	Does the curriculum quantitatively and qualitatively approximate the standards at other collegis ☑ Yes ☐ No	ate institutions offering the same degree?
9.41	Is enrollment in the second academic year of the two-year program sufficient to support regular Yes No Not Applicable (no students in the second year)	rly scheduled classes?
9.42	Are the second-year courses based upon appropriate first-year prerequisites? ☐ Yes ☐ No ☐ Not applicable	
The to health althou	MMENDATIONS: team would like to commend the institution for a well evidenced online layout in design, structure, ar heare programs. It is also to be commended that the institution has shown to have tried substantial an ugh geographics may be a challenge.	
	PROGRAM EVALUATION	
	Academic Associate's Degree in Criminal Justice	
	Academic Associate's Degree in Paralegal	
9.01	Is licensure, certification or registration required to practice in the specific career field? ☐ Yes ☐ No (Skip to question 9.02)	
9.02	Who is assigned to administer the academic program(s), and what are this person's qualifications'	2

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Dr. Mario Giannoni is the program chair responsible for administering the academic program for the school of Criminal Justice with Westwood College Online. Dr. Giannoni holds a doctoral degree in Adult Continuing Education from Northern Illinois University in DeKalb, IL; a master's degree and a bachelor's degree in Criminal/Social Justice from Lewis University in Romeoville, IL. Mrs. Jennifer Dartt is the interim program chair responsible for administering the Paralegal program. Mrs. Dartt holds a master's degree in Business Administration from Westwood College Online, Broomfield, CO; a master's degree in Legal Studies from Texas State University in San Marcos, TX; and a bachelor's degree in Journalism from the University of Texas, Austin, TX. Does this individual possess appropriate academic or experiential qualifications? 9.03 X Yes No 9.04 Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)? X Yes No Are the time and resources devoted to the administration of the educational program(s) sufficient? 9.05 X Yes Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which 9.06 meet or exceed- the standards for the following areas: (a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)? Yes No. Not Applicable (Additional Location Inclusion only) (b) Student placement rate of 70%? Yes X No Not Applicable (Additional Location Inclusion only) If No, does the campus provide one of the following: A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements? X Yes No List the community resources and describe how they are utilized to enrich the program(s). 9.07 The Criminal Justice program utilizes community resources within several of its courses through project assignments that require students to contact law enforcement agencies in their own community for job shadowing, tours and career goal development. As an example, in course CJ381-Women and Criminal Justice, students were assigned the project of locating a female adolesent juvenile program, in their community, through a church or another criminal justice program. After conducting interviews with staff, students completed a reflection paper sharing their experiences and received peer review feedback through online threaded discussions. The Paralegal program also utilizes community resources within its online courses through Webnairs, specific to course content, such as Fair Debt Collection Practices and Career Management in paralegal careers. 9.08 Is the utilization of community resources sufficient to enrich the program? X Yes No 9.09 Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both? X Yes 9.10 Does the catalog and/or other advertising material such as brochures and web site, accurately describe the program and its objectives? X Yes For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that 9.11 outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria? Yes Not Applicable (these elements are not part of the program or no student is at the point of needing them)

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9.12	Does the prog	gram use independent studies? No (Skip to question 9.14)	
9,14	Are the curric	culum and length of the program appropriate to meet the educational and placement objective No	es of the program?
9.15	Are course p ⊠ Yes	rerequisites appropriate, are they identified in the catalog and on the course syllabi, and are No	e they being followed?
9.16	(a) Title and Yes (b) Course of Yes (c) Course of Yes (d) Instruction Yes (e) Learning Yes (f) Instruction Yes (g) Topical of Yes (h) Instruction Yes (i) Assessm (ii) Assessm (iv) Yes (iv) Method of Yes (iv) Yes (iv) Out-of-course of Yes (iv) Yes (iv) Adescrip Yes	□ No orerequisites and/or corequisites □ No onal contact hours/credits □ No g objectives □ No onal materials and references □ No outline of the course □ No	m) ork assignments
9.17	Do students o ⊠ Yes	confirm that they receive a course syllabus and that it is followed?	
9.18	Are the cours Yes	ses available when needed by the student in the normal pursuit of a program of study?	
9.19	Accountabilit	n able to verify the backup documentation to support the placement rate for the program(ty Report submitted to the Council? No Not Applicable (there have been no graduates)	s) as reported on the last Campus
	The following Academic as	alls to employers or graduates were attempted? g number of calls was made to employers for the following programs: sociate's degree program in Criminal Justice: 5 sociate's degree in Paralegal; 9	
	How many ca	alls to employers or graduates were successful?	

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	The following number of calls, by program was successful: Academic associate's degree program in Criminal Justice: 1 Academic associate's degree program in Paralegal: 4			
	How many of the successful contacts confirmed the employment of the graduate as reported on the obstween the number of successful contacts and confirmations. The following number of successful contacts confirmed the employment of the graduates in the follow Successful contacts confirming employment for Criminal Justice: I Successful contacts confirming employment for Paralegal: 4			
9.20	Was documentation on file to verify graduates classified on the CAR as "not available for placement"? ✓ Yes □ No □ Not Applicable	?		
9.21	Does the campus participate in Title IV financial aid? ✓ Yes ☐ No (Skip to question 9.24)			
9.22	Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding? Yes No Not Applicable (Clock hour programs only)			
9.23	Is there evidence that out-of-class work or the equivalency is being evaluated? Yes No Not Applicable (Clock hour programs only)			
	If Yes, briefly describe the documentation of evaluation viewed on site. Documentation of evaluations in out-of-class work was viewed online for both the Criminal Justice class work was evident in various research focus topics presented by the instructors, to be complediscussions, in written reflection papers or scenario-based presentations in Powerpoint. Students documented within the threaded discussions or in grade form, with evaluation.	eted by students outside the threaded		
9.24	Are the following appropriate to adequately support the number and nature of the program? (a) Facilities. Yes No (b) Instructional equipment. Yes No (c) Resources. Yes No (d) Personnel. Yes No			
9.25	Are the following elements appropriately incorporated into the instructional components of the program (a) Systematic planning. Yes No (b) Well-defined instructional objectives. Yes No (c) The selection and use of appropriate and current learning materials. Yes No (d) Appropriate modes of instructional delivery. Yes No (e) The use of appropriate assessment strategies. Yes No (f) The use of appropriate experiences. Yes No	m?		
9.27	Do the faculty members' qualifications meet the minimum requirements outlined in the Acqualifications academically and experientially appropriate to the subject matter they teach and the le			

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	⊠ Yes	□ No	
9.28	Is the size of ⊠ Yes	the faculty appropriate to the total student enrollment?	
9.29	Is an adequa ⊠ Yes	te core of full- and part-time faculty employed to ensure sound direction and continuity of d No	evelopment for the program?
9.30	Are teaching ☑ Yes	loads reasonable?	
9.38		er of hours required to complete the program at least 60 semester hours, 90 quarter hours, our semesters, six quarters, or the equivalent?	or their equivalent, earned over a
9.39	Is there a mi	nimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area No	of concentration?
9.40	Does the cur ⊠ Yes	riculum quantitatively and qualitatively approximate the standards at other collegiate institu	tions offering the same degree?
9.41	Is enrollmen ⊠ Yes	t in the second academic year of the two-year program sufficient to support regularly schedu	uled classes?
9.42	Are the seco ⊠ Yes	nd-year courses based upon appropriate first-year prerequisites? No Not applicable	
9.	PROGRA	AM EVALUATION	
	Bachelor's D	Degree in Criminal Justice : Major in Administration Degree in Criminal Justice: Major in Corrections Degree in Criminal Justice: Major in Investigations	
9,01	Is licensure, ☐ Yes	certification or registration required to practice in the specific career field? No (Skip to question 9.02)	
9.02	Who is assig	ned to administer the academic program(s), and what are this person's qualifications?	
	Giannoni ho	diannoni is the program chair responsible for administering the academic program for the lds a doctoral degree in Adult Continuing Education from Northern Illinois University in Degree in Criminal/Social Justice from Lewis University in Romeoville, IL.	AND THE RESIDENCE AND ADDRESS OF THE PARTY O
9.03	Does this ind ⊠ Yes	lividual possess appropriate academic or experiential qualifications?	
9.04	Is there evid educational p X Yes	ence that the program administrator has sufficient authority and responsibility for the developrogram(s)?	opment and administration of the
9.05	Are the time ⊠ Yes	and resources devoted to the administration of the educational program(s) sufficient?	
9.06	Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes whit meet or exceed- the standards for the following areas: (a) Student retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length)? ☐ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)		

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	4 4 3 5 7 20	ALLE T				
	(b) Student placement ra ☐ Yes	te of 70%? Not Applicable (Additional Location Inclusion only)				
		us provide one of the following:	na contra con cultura a con			
		ctiveness Plan (CEP) that includes an improvement plan for this program with d cil requirements?	ata, analysis and activities to meet			
		No				
9.07	List the accommunity resear	rees and describe how they are utilized to enrich the program(s).				
9,01		tram utilizes community resources within several of its courses through project a	ssignments that require students to			
	contact law enforcement	agencies in their own community for job shadowing, tours and career goal devel	lopment. As an example, in course			
		CRJS211-Communication for the CJ Professional, students were assigned the project of contacting a bilingual law enforcement professional, in their community and interview cultural benefits and career goals. Students completed a reflection paper, after interview				
		ences and receiving peer review feedback through online threaded discussions.	a teneerion paper, after interview			
0.00	¥ 14	e :				
9.08	✓ Yes No	unity resources sufficient to enrich the program?				
	. Table 1. Table					
9,09	Does the curriculum ev credential, or both?	idence a well-organized sequence of appropriate subjects leading to an occ	upational objective, an academic			
	Yes No					
5.00			and the second			
9.10	Does the catalog and/or o	ther advertising material such as brochures and web site, accurately describe the	program and its objectives?			
	⊠ res □ no					
9.11	For programs that include practica, externships, or internships, does the institution have a written and mutually signed agreement that					
	outlines the arrangement between the institution and the practicum site, including specific learning objectives, course requirements, and evaluation criteria?					
	Yes No	Not Applicable (these elements are not part of the program or no stude	ent is at the point of needing them)			
0.10	Dozent a consumer for	ova jenica. Posh				
9.12	Does the program use ind Yes No (S	ependent studies? kip to question 9.14)				
9,14		ngth of the program appropriate to meet the educational and placement objective	s of the program?			
	⊠ Yes □ No					
9.15		appropriate, are they identified in the catalog and on the course syllabi, and are	they being followed?			
	⊠ Yes □ No					
9.16	Is an appropriately detail	ed syllabus on file for each course that includes:				
	(a) Title and course descriptions					
	Yes No (b) Course numbers					
	⊠ Yes □ No					
	(c) Course prerequisites and/or corequisites					
	⊠ Yes □ No					
	(d) Instructional contact hours/credits ☐ Yes ☐ No					
	(e) Learning objectives					
	⊠ Yes □ No					
	(f) Instructional materia	s and references				
	(g) Topical outline of the	e course				
	∑ Yes ☐ No					
	(h) Instructional method ⊠ Yes □ No	S				
	LA 100					

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	(i) Assessment criteria ☐ Yes ☐ No (j) Method of evaluating students ☐ Yes ☐ No (k) Date the syllabus was last reviewed ☐ Yes ☐ No For Title IV participant campuses that have lecture courses in credit hour programs or clock-to-credit (l) Out-of-class work assignments that support the learning objectives for the course ☐ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program (m) A description of the minimum amount of time a student is expected to spend on completion of the wo Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program of Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program of Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program of Yes ☐ No ☐ Not Applicable (Additional Location Inclusion OR clock hour program of Yes ☐ Not Applicable (Additional Location Inclusion OR clock hour program of Yes ☐ Not Applicable (Additional Location Inclusion OR clock hour program of Yes ☐ Not Applicable (Additional Location Inclusion OR clock hour program of Yes ☐ Not Applicable (Additional Location Inclusion OR clock hour program of Yes ☐ Not Applicable (Additional Location Inclusion OR clock hour program of Yes ☐ Not Applicable (Additional Location Inclusion OR clock hour program of Yes ☐ Not Applicable (Additional Location Inclusion OR clock hour program of Yes ☐ Not Applicable (Additional Location Inclusion OR Clock hour program of Yes ☐ Not Applicable (Additional Location Inclusion OR Clock hour program of Yes ☐ Not Applicable (Additional Location Inclusion OR Clock hour program of Yes ☐ Not Applicable (Additional Location Inclusion OR Clock hour program of Yes ☐ Not Applicable (Additional Location Inclusion OR Clock hour program of Yes ☐ Not Applicable (Additional Location Inclusion OR Clock hour program of Yes ☐ Not Applicable (Additional Location Inclusion OR Clock hour program of Yes ☐ Not Applicable (Additional Location Inclusion OR Clock hour program of Yes ☐ Not Applicable (Additional Location Inclusion	n) rk assignments
9.17	Do students confirm that they receive a course syllabus and that it is followed? No □ No	
9.18	Are the courses available when needed by the student in the normal pursuit of a program of study? ☑ Yes ☐ No	
9.19	Was the team able to verify the backup documentation to support the placement rate for the program(s Accountability Report submitted to the Council? Yes No Not Applicable (there have been no graduates)	s) as reported on the last Campus
	How many calls to employers or graduates were attempted? There were 18 calls made to the employers.	
	How many calls to employers or graduates were successful? There were 10 successful calls	
	How many of the successful contacts confirmed the employment of the graduate as reported on the CAI between the number of successful contacts and confirmations. There were 8 successful calls.	R? Please explain any discrepancy
	If No, insert "Section 3-1-303(a)" in parentheses and explain: (Section 3-1-303(a): The team was not able to verify the backup documentation to support the placemer program as reported during phone verification of job placements.	nt rate, in the field of study for the
	According to the ACICS verification call script, graduate Alfred Segundo confirmed his position as Stor his intent of continuity is indefinite. He stated that he is not using any of his field of study skills, which Justice, in his current position, Mr. Segundo stated that he has maintained this employment, six months p College Online.	is a bachelor's degree in Criminal
	According to the ACICS verification call script, graduate Rebecca Thornton's position as Youth Advances as a support advocate, similar to a big sister for the youth in the program and the intent of com Rebecca more than likely was not using any of her field of study skills, which is a bachelor's degree i position. Rebecca does not endorse any skills used within her field of study, in this call. She just works with k could be a drop-in resource center mandated by the juvi courts for juveniles for AA or NA meetings or in the program and the little state.	tinuity is indefinite. HR stated that in Criminal Justice, in her current ids on probation, so the employer group counseling sessions with or
	without parents. I heard in the background that she, Rebecca was signing kids in and out from a counter needed for such types of placement.	rdesk location. A BS in CJ is not
9.20	Was documentation on file to verify graduates classified on the CAR as "not available for placement"? ✓ Yes ✓ No ✓ Not Applicable	
9.21	Does the campus participate in Title IV financial aid? ⊠ Yes □ No (Skip to question 9.24)	

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9.22		npus' written procedures (as evidenced by their academic credit analysis) support the ed by the U.S. Department of Education for Title IV funding? No Not Applicable (Clock hour programs only)	written policy and definition of a credit	
9.23	Is there evide ⊠ Yes	ence that out-of-class work or the equivalency is being evaluated? No Not Applicable (Clock hour programs only)		
	Documentation various research papers or see	on of evaluations in out-of-class work was viewed on site. The focus topics presented by the instructors, to be completed by students outside the enario-based presentations in Powerpoint. Students received weekly instructor for in grade form, with evaluation.	threaded discussions, in written reflection	
9.24	(a) Facilities✓ Yes	□ No onal equipment. □ No es. □ No		
9.25	(a) Systema	wing elements appropriately incorporated into the instructional components of the protic planning. No ined instructional objectives. No ction and use of appropriate and current learning materials. No iate modes of instructional delivery. No of appropriate assessment strategies. No of appropriate experiences.	ográm?	
9.27		alty members' qualifications meet the minimum requirements outlined in the sacademically and experientially appropriate to the subject matter they teach and to the No		
9.28	Is the size of ⊠ Yes	the faculty appropriate to the total student enrollment?		
9.29	Is an adequat ☑ Yes	te core of full- and part-time faculty employed to ensure sound direction and contin	uity of development for the program?	
9.30	Are teaching Xes	loads reasonable?		
9.43	Is the number of hours required to complete the program at least 120 semester hours, 180 quarter hours, or their equivalent, earned over a period of eight semesters, 12 quarters, or the equivalent? Yes \sum No			
9.44	Is there a min	nimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within	the area of concentration?	

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9.45 If the institution offers only the last two years of the bachelor's degree program, do the catalog and all advertising the requirements for admission? Yes Not Applicable (institution offers all four years of the degree)			vertising materials clearly describe				
9.46	Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same degree?						
0.47	⊠ Yes	□ No					
9.47	work?		and fourth years of the bachelor's program sufficient to support regularly	scheduled classes and laboratory			
	⊠ Yes	☐ No	☐ Not Applicable (no students in the third and fourth years)				
9.48	Are the third ⊠ Yes	and fourth-y	vear courses based upon appropriate prerequisites?				
9.	PROGRA	M EVA	ALUATION				
			Graphic Design: Animation				
	Bachelor of S	Science in (Graphic Design: Game Art				
	Bachelor of S	Science in (Graphic Design: Web Design				
	Bachelor of S	Bachelor of Science in Software Development: Game Software Development					
	Associate of .	Applied Sc	cience in Graphic Design: Animation				
9.01		ALC: U	gistration required to practice in the specific career field?				
	☐ Yes	No (Sk	ip to question 9.02)				
9.02	Mr. Carey Ri bachelor's de	chards is the gree in Art 5	ster the academic program(s), and what are this person's qualifications? program chair for the Game Art and Animation Department at Westwood Co Studio from Colorado College in Colorado Springs, Colorado and a master's sity in Denver, Colorado. Mr. Richards owns and works in Media Arts for Colorado.	s degree in 3D Animation/Digital			
	degree in Aer Polytechnic I	ospace Engin	rogram chair for the Game Software Department at Westwood College Onlineering from Boston College in Boston, Mass. and a master's degree in Aeronautory, New York. Mr. Leader, also, is the Chief Programmer for Ideas Live as from September 1997 to the present.	itical Engineering from Rensselear			
	Dr. Claire Boger is the program chair for the Web Design Department at Westwood College Online. Dr. Boger holds a bachelor's degree in Visual Communications from the School of Visual Arts in New York, New York; a master's degree in Computer Art from the School of Visual Arts in New York, New York; and a Doctor of Philosophy in Education from Capella University in Minneapolis, Minnesota.						
	associate's de	gree in Art fr	program chair for the Graphic Design and Visual Communications Departmen om the University of West Florida in Pensacola, Florida; a bachelor's degree in a; and a master's degree in Graphic Design from Savannah College of Art and D	Art from the University of Central			
9.03	Does this individual possess appropriate academic or experiential qualifications? ✓ Yes ☐ No						
9.04	Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)? Yes \sum No						
9.05	Are the time	and resources	devoted to the administration of the educational program(s) sufficient?				

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	⊠ Yes	□ No	
9,06	meet or exceed (a) Student in Yes	gram meet the needs of its students and the requirements of the Council, as shown bed- the standards for the following areas: retention rate of 65% (programs >1 year in length) OR 70% (programs ≤ 1 year in length) No Not Applicable (Additional Location Inclusion only) placement rate of 70%? No Not Applicable (Additional Location Inclusion only)	
	AC	ses the campus provide one of the following: sampus Effectiveness Plan (CEP) that includes an improvement plan for this program vacced Council requirements? Yes \sum_No	with data, analysis and activities to meet
9,07	The team co concentration insight from	nunity resources and describe how they are utilized to enrich the program(s). onfirmed the programs utilize their Program Activities Committee (PAC) to provide. The programs, also, utilized guest speakers who login online with the students. The professionals, doing business in the field to ensure the students are learning the necessas, as well as, their respective locations.	ese resourses provide the students with
9.08	Is the utilizat ⊠ Yes	ion of community resources sufficient to enrich the program?	
9.09	Does the cur credential, or Yes	rriculum evidence a well-organized sequence of appropriate subjects leading to a both?	n occupational objective, an academic
9.10	Does the cata ⊠ Yes	log and/or other advertising material such as brochures and web site, accurately describ No	e the program and its objectives?
9.11		s that include practica, externships, or internships, does the institution have a written arrangement between the institution and the practicum site, including specific learning iteria? No Not Applicable (these elements are not part of the program or no	ng objectives, course requirements, and
9.12	Does the prog	gram use independent studies? No (Skip to question 9.14)	
9.14	Are the curric	culum and length of the program appropriate to meet the educational and placement obj	ectives of the program?
9.15	Are course p	rerequisites appropriate, are they identified in the catalog and on the course syllabi, ar	nd are they being followed?
9.16	(a) Title and Yes (b) Course note Yes (c) Course point Yes (d) Instruction Yes (e) Learning Yes	☐ No prerequisites and/or corequisites ☐ No ponal contact hours/credits ☐ No	

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	⊠ Yes □ No
	(g) Topical outline of the course
	Yes No
	(h) Instructional methods
	⊠ Yes □ No
	(i) Assessment criteria
	∑ Yes □ No
	(j) Method of evaluating students
	∑ Yes □ No
	(k) Date the syllabus was last reviewed
	Yes No
	For Title IV participant campuses that have <u>lecture</u> courses in <u>credit hour programs</u> or <u>clock-to-credit hour programs</u> only:
	(l) Out-of-class work assignments that support the learning objectives for the course
	(m) A description of the minimum amount of time a student is expected to spend on completion of the work assignments
9.17	Do students confirm that they receive a course syllabus and that it is followed?
2.17	Yes No
	M res Mo
6.16	
9.18	Are the courses available when needed by the student in the normal pursuit of a program of study?
	⊠ Yes □ No
9.19	Was the team able to verify the backup documentation to support the placement rate for the program(s) as reported on the last Campus
	Accountability Report submitted to the Council?
	2 res
	The color of the c
	How many calls to employers or graduates were attempted?
	Academic associate's degree program in Graphic Design:6
	Bachelor's degree program in Graphic Design-Animation:3
	Bachelor's degree program in Graphic Design-Game Art:4
	Bachelor's degree program in Graphic Design-Web Design:4
	Bachelor's degree program in Software Development-Game Software:6
	r-S-r-S-r-S-r-S-r-S-r-S-r-S-r-S-r-S-r-S
	How many calls to employers or graduates were successful?
	Academic associate's degree program in Graphic Design: 3
	Bachelor's degree program in Graphic Design-Animation:1
	Bachelor's degree program in Graphic Design-Game Art:2
	Bachelor's degree program in Graphic Design-Web Design:2
	Bachelor's degree program in Software Development-Game Software;3
	How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy
	between the number of successful contacts and confirmations.
	Academic associate's degree program in Graphic Design:3
	Bachelor's degree program in Graphic Design-Animation:1
	Bachelor's degree program in Graphic Design-Game Art:2
	Bachelor's degree program in Graphic Design-Web Design:2
	Bachelor's degree program in Software Development-Game Software:3
	The factor of the College of the Col
9.20	Was documentation on file to verify graduates classified on the CAR as "not available for placement"?
2.20	Yes No Not Applicable
	EZ 160 EJ 100 Applicable
0.21	Dear the sample participate in Title IV foregoid aid?
9.21	Does the campus participate in Title IV financial aid?
	Yes No (Skip to question 9.24)

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9.22			edures (as evidenced by their academic credit analysis) support the epartment of Education for Title IV funding? Not Applicable (Clock hour programs only)	written policy and definition of a credit		
9.23	Is there evide ⊠ Yes	nce that out-of-cla	ass work or the equivalency is being evaluated? Not Applicable (Clock hour programs only)			
	The Team ev		umentation of evaluation viewed on site. homework, which was appropriate for the subject matter and coresponding.	nsistant with the requirement, as defined on		
9.24	(a) Facilities✓ Yes	No onal equipment. No onal No No	o adequately support the number and nature of the program?			
9.25	(a) Systeman Yes (b) Well-def Yes (c) The select Yes (d) Appropr Yes (e) The use of	ic planning. No ined instructional No ction and use of a No ate modes of inst	ppropriate and current learning materials. ructional delivery. essment strategies.	rogram?		
9.27			ualifications meet the minimum requirements outlined in the desperientially appropriate to the subject matter they teach and			
9.28	Is the size of ⊠ Yes	the faculty appro	priate to the total student enrollment?			
9.29	Is an adequat ⊠ Yes	e core of full- and	d part-time faculty employed to ensure sound direction and conti	nuity of development for the program?		
9.30	Are teaching ⊠ Yes	loads reasonable?				
9.38	Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned over period of four semesters, six quarters, or the equivalent? Yes No					
9.39	Is there a mir ✓ Yes	nimum of 30 sem	ester hours, 45 quarter hours, or their equivalent in courses within	n the area of concentration?		
9.40	Does the curr	iculum quantitati	vely and qualitatively approximate the standards at other collegi	ate institutions offering the same degree?		

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	⊠ Yes	□No	
9.41	Is enrollment ⊠ Yes	in the second academic year of the two-year program sufficient to support regularly No Not Applicable (no students in the second year)	scheduled classes?
9.42	Are the secon	nd-year courses based upon appropriate first-year prerequisites? No Not applicable	
9.43		r of hours required to complete the program at least 120 semester hours, 180 quarter ight semesters, 12 quarters, or the equivalent?	hours, or their equivalent, earned over
9.44	Is there a mir	nimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the No	ne area of concentration?
9.45		ion offers only the last two years of the bachelor's degree program, do the catalog and ents for admission? No Not Applicable (institution offers all four years of the degree)	all advertising materials clearly describe
9.46	Does the curr ☑ Yes	riculum quantitatively and qualitatively approximate the standards at other collegiate No	institutions offering the same degree?
9.47	Is enrollmen work? ☑ Yes	t in the third and fourth years of the bachelor's program sufficient to support regu No Not Applicable (no students in the third and fourth years)	ilarly scheduled classes and laboratory
9.48	Are the third	- and fourth-year courses based upon appropriate prerequisites? ☐ No	
This is	MENDATION s a well-run can	npus with compatent, caring faculty, administration and staff, all dedicated to the single MEVALUATION	goal of student success.
I	nformation	Technology (AAS)	
9.01		certification or registration required to practice in the specific career field? No (Skip to question 9.02)	
9.02	Mr. Jared Sp Information S University, at He also has Administration Windows Ser	ned to administer the academic program(s), and what are this person's qualifications? encer is the program chair for the information technology programs. Mr. Spencer hold systems from Robert Morris University, bachelor of science degree in Information Synd an associate of applied business in accounting and business management from Jeffer certifications in the following areas; A+, Network+, Linux+, Linux (LPIC-1), IBM's on and Certified Specialist AFS, MCSA Windows 2000 and Windows Server 2012, is addition to his current position as program chair has also been employed as a software	stems Management from Robert Morris rson Community College. s certifications in pSeries AIX Systems 003, MCITP Enterprise Administrator,
9.03	Does this ind ⊠ Yes	ividual possess appropriate academic or experiential qualifications?	
9.04	Is there evide educational p	ence that the program administrator has sufficient authority and responsibility for the rogram(s)?	development and administration of the

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9.05	Are the time and resources devoted to the administration of the educational program(s) sufficient? Yes No	
9.06	Does the program meet the needs of its students and the requirements of the Council, as shown by meet or exceed- the standards for the following areas: (a) Student retention rate of 65% (programs > 1 year in length) OR 70% (programs ≤ 1 year in length Yes No Not Applicable (Additional Location Inclusion only) (b) Student placement rate of 70%? Yes No Not Applicable (Additional Location Inclusion only)	
	If No, does the campus provide one of the following: A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program w or exceed Council requirements? ☑ Yes ☐ No	ith data, analysis and activities to meet
9.07	List the community resources and describe how they are utilized to enrich the program(s). Students are directed to attend webinars associate with the field of study. Adobe Connect is also use t with students. The program chair and faculty members are using networking to identify additional gassist student in job search techniques.	
9.08	Is the utilization of community resources sufficient to enrich the program? ☐ Yes ☐ No	
9.09	Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an credential, or both? ☐ Yes ☐ No	occupational objective, an academic
9.10	Does the catalog and/or other advertising material such as brochures and web site, accurately describe ☑ Yes ☐ No	the program and its objectives?
9.11	For programs that include practica, externships, or internships, does the institution have a writte outlines the arrangement between the institution and the practicum site, including specific learning evaluation criteria? Yes Not Applicable (these elements are not part of the program or no	g objectives, course requirements, and
9,12	Does the program use independent studies? ☐ Yes ☐ No (Skip to question 9.14)	
9,14	Are the curriculum and length of the program appropriate to meet the educational and placement obje ✓ Yes ☐ No	ctives of the program?
9.15	Are course prerequisites appropriate, are they identified in the catalog and on the course syllabi, an ☐ Yes ☐ No	d are they being followed?
9.16	Is an appropriately detailed syllabus on file for each course that includes: (a) Title and course descriptions Yes No (b) Course numbers Yes No (c) Course prerequisites and/or corequisites Yes No (d) Instructional contact hours/credits Yes No (e) Learning objectives Yes No	

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	(f) Instructional materials and references Yes	t) k assignments
9.17	Do students confirm that they receive a course syllabus and that it is followed? ☐ Yes ☐ No	
9.18	Are the courses available when needed by the student in the normal pursuit of a program of study? ☑ Yes ☐ No	
9.19	Was the team able to verify the backup documentation to support the placement rate for the program(s Accountability Report submitted to the Council? Yes No Not Applicable (there have been no graduates) How many calls to employers or graduates were attempted? Academic associate's degree program in information technology (IT-Other) 7 How many calls to employers or graduates were successful? Academic associate's degree program in information technology (IT-Other) 1 How many of the successful contacts confirmed the employment of the graduate as reported on the CAR between the number of successful contacts and confirmations.	
9.20	Was documentation on file to verify graduates classified on the CAR as "not available for placement"? ☑ Yes ☐ No ☐ Not Applicable	
9.21	Does the campus participate in Title IV financial aid? ⊠ Yes □ No (Skip to question 9.24)	
9.22	Does the campus' written procedures (as evidenced by their academic credit analysis) support the written p hour as defined by the U.S. Department of Education for Title IV funding? Yes No Not Applicable (Clock hour programs only)	olicy and definition of a credit
9.23	Is there evidence that out-of-class work or the equivalency is being evaluated? Yes No Not Applicable (Clock hour programs only) If Yes, briefly describe the documentation of evaluation viewed on site. The team was provided access to the online grade book and student homework assignments. During inverified they complete homework assignments.	nterviews with the students, they
924	Are the following appropriate to adequately support the number and nature of the program?	

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	(a) Facilities	☐ No onal equipment ☐ No es. ☐ No		
9.25	(a) Systemat	tic planning. No ined instruction No ction and use o No iate modes of in	f appropriate and current learning materials. Instructional delivery. Inspection assessment strategies.	
9.27			qualifications meet the minimum requirements outlined in the Accre and experientially appropriate to the subject matter they teach and the level	
9.28	Is the size of ⊠ Yes	the faculty app	propriate to the total student enrollment?	
9.29	Is an adequat ⊠ Yes	e core of full-	and part-time faculty employed to ensure sound direction and continuity of c	levelopment for the program?
9.30	Are teaching ⊠ Yes	loads reasonab	le?	
9.38			aired to complete the program at least 60 semester hours, 90 quarter hours, x quarters, or the equivalent?	or their equivalent, earned over a
9.39	Is there a min	nimum of 30 so	emester hours, 45 quarter hours, or their equivalent in courses within the area	of concentration?
9.40	Does the curr ⊠ Yes	riculum quanti No	tatively and qualitatively approximate the standards at other collegiate institu	itions offering the same degree?
9.41	Is enrollment ⊠ Yes	in the second	academic year of the two-year program sufficient to support regularly sched Not Applicable (no students in the second year)	uled classes?
9.42	Are the secon ⊠ Yes	nd-year course. No	s based upon appropriate first-year prerequisites? Not applicable	

GENERAL COMMENTS:

Overall students and faculty members are satisfied with the quality of education. The access to certifications training and instructors' expertise in the field greatly enhance the students learning.

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7.	1 1	WILL	HIVE			

	Bachelor Degree in Network Management Bachelor Degree in Systems Security Bachelor Degree in Computer Forensics Occupational Associates in Information and Network Technologies
9.01	Is licensure, certification or registration required to practice in the specific career field? Yes No (Skip to question 9.02)
9.02	Who is assigned to administer the academic program(s), and what are this person's qualifications? Mr. Jared Spencer is the program chair for the information technology programs. Mr. Spencer holds a master of science degree in Internet Information Systems from Robert Morris University, bachelor of science degree in Information Systems Management from Robert Morris University, and an associate of applied business in accounting and Business Management from Jefferson Community College, He also has certifications in the following areas; A+, Network+, Linux+, Linux (LPIC-1), IBM's certifications in pSeries AIX Systems Administration and Certified Specialist AFS, MCSA Windows 2000 and Windows Server 2003, MCITP Enterprise Administrator, Windows Server 2008, and MCSE Windows Server 2012. Mr. Spencer in addition to his current position as program chair has also been employed as a software engineer with IBM since 1998.
9.03	Does this individual possess appropriate academic or experiential qualifications? ☐ Yes ☐ No
9.04	Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of the educational program(s)? Yes \sum No
9,05	Are the time and resources devoted to the administration of the educational program(s) sufficient? Yes No
9,06	Does the program meet the needs of its students and the requirements of the Council, as shown by student achievement outcomes which meet or exceed- the standards for the following areas: (a) Student retention rate of 65% (programs > 1 year in length) OR 70% (programs ≤ 1 year in length)? ☐ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only) (b) Student placement rate of 70%? ☐ Yes ☐ No ☐ Not Applicable (Additional Location Inclusion only)
	If No, does the campus provide one of the following: A Campus Effectiveness Plan (CEP) that includes an improvement plan for this program with data, analysis and activities to meet or exceed Council requirements? ☑ Yes ☐ No
	If No, insert section numbers 2-1-809, 3-1-512 and 3-1-111 in parentheses and explain: The information technology - forensics program has a rention rate of 59%. The other bachelor programs that have students enrolled have meet the retention rate standard.
9.07	List the community resources and describe how they are utilized to enrich the program(s). Students are directed to attend webinars associate with the field of study. Adobe Connect is also use to allow guest speakers to communicate with students. The program chair and faculty members are using networking to identify additional guest speakers to conduct webinars and assist student in job search techniques
9.08	Is the utilization of community resources sufficient to enrich the program? ☐ Yes ☐ No
9.09	Does the curriculum evidence a well-organized sequence of appropriate subjects leading to an occupational objective, an academic credential, or both? ☐ Yes ☐ No

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9.10	Does the cata Yes	alog and/or other advertising material such as brochures and web site, accurately de No	escribe the program and its objectives?
9.11		s that include practica, externships, or internships, does the institution have a arrangement between the institution and the practicum site, including specific leiteria? No Not Applicable (these elements are not part of the program	earning objectives, course requirements, and
9.12	Does the pro	gram use independent studies? No (Skip to question 9.14)	one mapping of the Assertance of the Control
9.14	Are the curric	culum and length of the program appropriate to meet the educational and placemer No	nt objectives of the program?
9.15	Are course p ☑ Yes	rerequisites appropriate, are they identified in the catalog and on the course sylla No	abi, and are they being followed?
9,16	(a) Title and	☐ No prerequisites and/or corequisites ☐ No ponal contact hours/credits ☐ No	our program) n of the work assignments
9.17	Do students	confirm that they receive a course syllabus and that it is followed?	
9.18	Are the cours	ses available when needed by the student in the normal pursuit of a program of st \[\subsetence No	tudy?
9.19		n able to verify the backup documentation to support the placement rate for the ty Report submitted to the Council? No Not Applicable (there have been no graduates)	e program(s) as reported on the last Campus

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How many calls to employers or graduates were attempted? Diploma program in XX: Occupational associate's degree program in XX: Academic associate's degree program in XX: Bachelor's degree program in information technology - forensics, information technology - network management, and information technology - systems security 10: How many calls to employers or graduates were successful? Diploma program in XX: Occupational associate's degree program in XX: Academic associate's degree program in XX: Bachelor's degree program in information technology - systems security 01: How many of the successful contacts confirmed the employment of the graduate as reported on the CAR? Please explain any discrepancy between the number of successful contacts and confirmations. 9.20 Was documentation on file to verify graduates classified on the CAR as "not available for placement"? X Yes ☐ No ☐ Not Applicable Does the campus participate in Title IV financial aid? 9.21 X Yes No (Skip to question 9.24) 9.22 Does the campus' written procedures (as evidenced by their academic credit analysis) support the written policy and definition of a credit hour as defined by the U.S. Department of Education for Title IV funding? X Yes No Not Applicable (Clock hour programs only) 9.23 Is there evidence that out-of-class work or the equivalency is being evaluated? X Yes Not Applicable (Clock hour programs only) If Yes, briefly describe the documentation of evaluation viewed on site. The team was provided homework assignments to review. During interviews with students and facutly, the team was advised of the homework assignments and requirements. 9.24 Are the following appropriate to adequately support the number and nature of the program? (a) Facilities. X Yes No (b) Instructional equipment. X Yes No (c) Resources. Yes ☐ No (d) Personnel. X Yes 9.25 Are the following elements appropriately incorporated into the instructional components of the program? (a) Systematic planning. ☐ No X Yes (b) Well-defined instructional objectives. ☐ No X Yes (c) The selection and use of appropriate and current learning materials. X Yes ☐ No (d) Appropriate modes of instructional delivery. Yes ☐ No (e) The use of appropriate assessment strategies. X Yes No

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	(f) The use of appropriate experiences. ☑ Yes ☐ No	
9.26	Are all faculty assigned to teach in no more than three fields of instruction, with no more than five preparations? Yes \sum No	
9.27	Do the faculty members' qualifications meet the minimum requirements outlined in the <i>Accreditation Criteria</i> , and are qualifications academically and experientially appropriate to the subject matter they teach and the level of the credential awarded? Yes \square No	their
9.28	Is the size of the faculty appropriate to the total student enrollment? ☑ Yes ☐ No	
9.29	Is an adequate core of full- and part-time faculty employed to ensure sound direction and continuity of development for the program Yes \textsq No	1?
9.30	Are teaching loads reasonable? ☑ Yes ☐ No	
9.31	Do all instructors teach no more than 32 hours per week (except for an overload of one subject allowed with additional compensation). Yes \sum \sum No	
9.32	What is the current student/teacher ratio? (Calculate the student/teacher ratio by using the following formula: -Add the Number of students enrolled in the program-specific courses (courses with program prefix) -Divide by the number of such courses being offered that term. Round to the nearest whole number (refer to the class schedule in its entirety). 10:1 in rhw occupational associates program in Information and Network Technologies program.	
9.33	Is the current student-teacher ratio reasonable for the mode of delivery and course content? Yes No	
9.34	Is the number of hours required to complete the occupational associate's degree at least 60 semester hours, 90 quarter hours, or clock hours or their equivalent, earned over a period of four semesters, six quarters, or the equivalent? ☑ Yes ☐ No	1800
9.35	Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same deg Yes No	ree?
9.36	Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes? Yes \sum No \sum Not Applicable (no students in the second year)	
9.37	Are the second-year courses based upon appropriate first-year prerequisites? ☑ Yes ☐ No	
9.38	Is the number of hours required to complete the program at least 60 semester hours, 90 quarter hours, or their equivalent, earned operiod of four semesters, six quarters, or the equivalent? Yes \sum \sum No	over a
9.39	Is there a minimum of 30 semester hours, 45 quarter hours, or their equivalent in courses within the area of concentration? Yes \sum \subset{No} No	
9.40	Does the curriculum quantitatively and qualitatively approximate the standards at other collegiate institutions offering the same deg ✓ Yes ☐ No	ree?
9.41	Is enrollment in the second academic year of the two-year program sufficient to support regularly scheduled classes? Yes No Not Applicable (no students in the second year)	

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9.42	Are the secon	nd-year cours	es based upon appropriate first-year prerequisites?				
9.43	Is the numbe	r of hours rec	quired to complete the program at least 120 semester hours, 180 quarter hours, 12 quarters, or the equivalent?	rs, or their equivalent, earned over			
9.44	Is there a min ✓ Yes	ninimum of 60 semester hours, 90 quarter hours, or their equivalent in courses within the area of concentration?					
9.45		ion offers only ents for admis	y the last two years of the bachelor's degree program, do the catalog and all ad sion? Not Applicable (institution offers all four years of the degree)	vertising materials clearly describe			
9.46			itatively and qualitatively approximate the standards at other collegiate instit	utions offering the same degree?			
9,47	work?		and fourth years of the bachelor's program sufficient to support regularly	scheduled classes and laboratory			
	⊠ Yes	☐ No	☐ Not Applicable (no students in the third and fourth years)				
9.48	Are the third Yes	- and fourth-y ☐ No	rear courses based upon appropriate prerequisites?				
-	instructors' e NONTR Distance E	xpertise in ADITIO	nembers are satisfied with the quality of education. The access to on the field greatly enhance the students learning. NAL EDUCATION	certifications training and			
		n Agreeme					
H.01	Who is assign Mr. Lou Pagholds a bach National Tec	ned to provide ano, chief ope elor's degree hnology Univ	administration of the distance education activities at the institution, and what a crating officer of Westwood College Online (WCO), administrates the distance in Electrical Engineering from SUNY at Buffalo and a master's degree it ersity. He has held various executive level positions throughout the past 10 year president. His position is 100% administrative.	ce education activities. Mr. Pagano in Engineering Management from			
	affairs curric degree in Ad	ulum design t ult Learning a	by Dr. Aimee Callahan, academic dean, who oversees the online curriculum is cam members, program chairs, students, faculty, and academic operations mained Postsecondary Education; two master's degrees, one in Adult Learning and alism; and a bachelor's degree in Theatre and Dance; all of her credentials are	nagers. Dr. Callahan has a doctoral I Postsecondary Education and one			
H.02	Does this ind ☑ Yes	Does this individual possess appropriate academic or experiential qualifications? Yes No					
H.03	Is there evidence that the program administrator has sufficient authority and responsibility for the development and administration of thi mode of delivery? Yes □ No						
H.04	Are the time ⊠ Yes	and resources	devoted to the administration of distance education sufficient?				
H.05	Did the instit	ution receive	approval from ACICS prior to using distance education as a mode of deliver	y?			

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	⊠ Yes	□ No		
H.06	Does the inst ☑ Yes	itution have a	plan to implement distance education instruction?	
			all of its programs exclusively online. Therefore, all academic and students onment with adequate on-ground facilities and telecommunications to suppo	
	curriculum te including 25 administrator	eam whose me years in onlings and faculty,	ent and delivery format is developed by its parent company, Alta Collembers include master's prepared personnel with over 40 years of combined the development. The team collaborates with subject-matter experts from each review, give feedback, and make recommendations to ensure curricula are fulfilling its campus mission. A memorandum documents this system.	experience in instructional design ch content area. Ultimately, WCO
H.07	If the institut (a) Rational Yes (b) Resource	e?	does it include the following:	
	⊠ Yes	□ No orogram object □ No content? □ No	tives?	
H.08	Does the inst ⊠ Yes	itution integra	te this plan into the Campus Effectiveness Plan?	
H.09	Is the deliver	y method appi	ropriate for students and the curriculum?	
H.10	Are admission	n requirement	s for distance education courses/programs identified by the institution? Not Applicable (no additional admissions requirements)	
			O offers all of its programs exclusively online; therefore, there are no di sus on campus programs.	stinctions between its admissions
H.11	If an admissi ☑ Yes	ons test is requ	uired, is it administered in a manner which verifies the student's identity? Not Applicable (no admissions test required)	
H.12	and program	?	it clear in writing at the time of enrollment how the student's identity will	be verified throughout the course
H.13	✓ YesDoes the insverification p✓ Yes		☐ Not Applicable it clear in writing at the time of enrollment how the student's privacy	will be protected in the identity
H.14			it clear in writing at the time of enrollment if the student will be assessition of student identity?	ed any additional charges or fees
			en this information is disclosed. Irges or fees associated with the verification of student identity.	

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H.15		confirm that the institution clearly and appropriately states any requirements they must poode of delivery during the admissions/enrollment process?	ssess or have access to in order to
H.16	Does the inst education act Yes	itution provide an on-line orientation program to familiarize students with the equipment sivities?	and resources used in the distance
H.17	Do syllabi ide ⊠ Yes	entify course learning objectives and does each course learning objective support one or more No	e program learning outcomes?
H.18	The followin provides dire responses for an instructor individual or	the courses provide opportunities for interaction between faculty and students. g strategies are used to facilitate online faculty and student interaction: an "Announcer ectives through instructor postings; a threaded discussion forum in which students are required which they receive instructor feedback; and an assignment feature with a grade book link and individual student. In addition, students are encouraged to contact their instruct personal response is needed; the instructor's contact information is accessible through the course of scheduled online courses and 98% of the responses to a student questionnaire given ions.	uired to post statements and peer that provides a dialogue between tors by email or telephone if an ne course's home page. Access to
	Are these opp ✓ Yes	portunities sufficient and appropriate?	
H.19	Students into assignments appropriate;	the courses provide opportunities for interaction among students. eract with peers through threaded discussion forums that require direct responses to that require dialogue among group members using email, telecommunications, or sche and an email utility feature in each course that provides the ability to send group or indivious of scheduled online courses and 97% of the responses to a student questionnaire given tions.	duled face-to-face meetings if/as iduals emails to peers. Access to
	Are these opp	oortunities sufficient and appropriate? No	
H.20		itution demonstrate that the clock or credit hours required and awarded are appropriate for tughly developed rationale? No	the degrees and credentials offered
H.21	Is the curricu	lum administered in a way that maintains security of access?	
H.22	Students are a students they student is "th explicitly out	assigned access to MyPath through the SMART student information system. When applicar are assigned their own login information which allows them access to MyPath and their V e student who enrolled at the campus." Page 71 of the 2014 Academic Catalog Westwood lines the "Prohibited Use of Information Technology Resources" for students; students ar line orientation.	VCO email. This login verifies the College-Online, Volume 6, NO. I
	Is this method ⊠ Yes	d adequate?	
H.23	Does the inst	itution employ academically and experientially credentialed faculty to teach online courses No	s?
H.24	Describe the	institutions learning management system.	

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	MyPath is at	oard learning management system is utilized to deliver WCO online courses. The campus representation in institutional shell with a home page that enables students, faculty, and staff to connect to dent resources, career services and other information and support through a single log in.	
H.25	Are the facul assessment?	lty properly trained to utilize the institutions learning management system for purposes of No	instruction, communication, and
H.26	Does the instinstruction as	titution provide an accessible and reliable learning management system and technical supported learning? No	rt to effectively facilitate online
H.27	Does the inst	citution demonstrate appropriate faculty student ratios to support:	
	✓ Yes(b) Facilitati✓ Yes	and student interaction? No ion of interaction among students? No ion of interaction with curriculum content? No	
H.28		ence that appropriate faculty development plans have been developed and implemented on a ching online courses, including documentation to support completed activities listed on the plan No	
H.29	Does the inst ⊠ Yes	titution have adequate financial resources to support the courses/program(s)?	
H.30	Does the inst as on ground Yes	titution demonstrate that students taking online courses have access to the same or e equivalents?	ent library resources and support
H.31	support)? Students are format access support access quizzes and student responsystem.	required to complete an online orientation prior to beginning coursework. The orientation is sible through MyPath. Students participate in activities which familiarize them with learnings, student resource information and access, and student success lessons. The virtual worksh graded assignments throughout the process. In response to a questionnaire given by the ordents confirmed they had participated in the orientation. A majority of students confirmed ation adequate?	provided in a self-paced, online g platform navigation, technical op requires students to complete team while on-site, 92% of the
	⊠ Yes	□No	
H.32	students in th (a) Counsel Yes (b) Academ Yes (c) Financia Yes	□ No ic advising? □ No	
H.33		se learning objectives for online courses the same as the learning objectives for the same on-	

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	☐ Yes	□ No	⊠ N/A	
	The WCO ca	mpus does	not offer on-ground courses; therefore, there is no basis for or validity of compari	son.
H.34	Does assessn ⊠ Yes	nent and ass	ignments demonstrate student achievement of course learning objectives?	
H.35	(a) Course/p Yes (b) Student (c) Yes (c) Student (c) Yes (d) Faculty (c) Yes	orogram eva		
H.36	Does the instand promotion Yes		disclose what forms of instruction it uses in its catalog and web site and, when	appropriate, in its advertising

GENERAL COMMENTS:

To obtain a robust sample of student and faculty perspectives who are engaged in an exclusively online, off-site environment, WCO students and faculty were invited via email to participate in an anonymous survey through SurveyMonkey®. Within a 24-hour period while the team was on-site, nearly 500 students and over 100 faculty members responded. Student responses to queries about orientation, reviewing syllabi and objectives, interactions with faculty and peers, and access to student services, resulted in a 97% positive response rating. Faculty member responses to queries about interactions with students, teaching approaches, administrative support, and use of community resources, resulted in a 98% positive response rating. Questions were objective with "yes/no" responses, and space was provided for brief comments. The data collected was deleted immediately following a review of the analyses generated by the site and the comments. The reliability of the surveys is comparable to on-site classroom visits, faculty meetings, and individual interviews. The validity of the responses is no greater than providing a sample of student and faculty perspectives about their WCO experiences.

SUMMARY

The institution is not in compliance with the Accreditation Criteria in the following areas:

Number	Citation	Summary Statement
1	(3-1-303(a))	The school does not keep adequate records as it relates to accreditation and licensure, or the CAR especially regarding placement, attestation, and waiver verification. (Pages 9, 29, 42, and 50).
2	(3-1-303(e))	The grading system is not fully explained on the transcript and is not consistent with that appearing in the catalog. (Page 9).
3	(3-1-701 and Appendix C)	The catalog does not contain an explanation of the grading system that is consistent with the one that appears on the transcript. The grading system that starts on page 49 of the catalog gives explanations of the following designations that are not listed on the transcript to include proficiency (PR), transfer (TR), pass (P)/ no pass (N), incomplete (I), withdraw (W), and repeated course (R). Additionally, on page 153 of the catalog, other grades listed are

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	audit (AU) and equivalent (EQ), although neither are explained in the catalog. On the transcript, an additional "other grade" of withdraw pass/no pass (WPN) has been stated. There are statements on the transcript that attempt to explain repeated courses and withdraw and transfer, but the statements do not match the catalog. (Page 20).	

 $\underline{\text{Note}}$: The citation number should be in bold. The summary statement should be followed by the report page number in parenthesis.

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RECOMMENDATIONS

The evaluation team offers the following recommendations for the institution's consideration (These recommendations are not included in the report seen by the Council):

It is the recommendation of the team, that multiple addenda be combined into one document with appropriate date headings for changes, to avoid accidental exclusion of separate sections.

The campus should renew its lapsed subscription to the EBSCO Master Search database to enhance student research resources in the undergraduate and graduate business programs.

Faculty suggested an interview process for students coming into the Computer Aided Design/Architectural Drafting program. This approach does not need to be stringent, such as a portfolio requirement but more of a casual conversation an inquiry into the individual's ideas on the industry and what is involved.



NEW GRANT

Westwood College Online 10249 Church Ranch Way Broomfield Colorado 80021 ACICS ID Code: 00023709

Mr. Louis Pagano, Chief Operating Officer (b)(6) @wesstwood.edu)
Campus E-mail Address

MAIN CAMPUS

Westwood College- Los Angeles Los Angeles, California ACICS ID Code: 00011142

February 5-7, 2014

Mr. Terry Campbell	Chair and Facilities	Kaplan University Online	Okeechobee, FL
Dr. Michele Ernst	Student-Relations Specialist	Former Campus President	Chaska, MN
Dr. Andrea Olson	Distance Education Activities and Master in Business Administration Specialist	Executive Director of Research and Development, Program Director, Grad. Studies	Aitkin, MN
Dr. Scot Ober	Educational Activities, Library, and Business Programs Specialist	President, Words Etc. Inc.	Tucson, AZ
Ms. LaVerne Lewis	Criminal Justice and Paralegal Specialist	Mt. Hood Community College	Gresham, OR
Mr. Charles Saunders	Graphic Design and Electronics Specialist	Program Director	Owens Cross Roads, AL
Mr. Ernest Johnson	Information Technology Specialist	Kaplan University	Memphis, TN
Ms. Lori Claus	Interior Design, CAD, and Architectural Design	EDMC	Pittsburg, PA
Ms. Kristal Bushong	Medical Specialist	American National University	Salem, VA

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ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS

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Ms. Torri Hayslett	Staff Representative	ACICS	Washington, DC

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PROGRAMS OFFERED BY WESTWOOD COLLEGE ONLINE **BROOMFIELD, COLORADO**

	ACICS	APPROVED	Clock	Sem./ Qtr.	Enroll: Full- time/	CAR Retention & Placement			
CREDENTIAL EARNED (As defined by the	CREDENTIAL (Certificate, Diploma, Occupational Associate's, Academic Associate's, Bachelor's,					2012		2011	
institution)	Master's, or Doctoral)	PROGRAM TITLE	Hrs.	Hrs.	Part-time	Ret.	Pla.	Ret.	Pla
Associate of	Occupational	Information and Network	1265	91.5	48	N/A	N/A	N/A	N/A
Occupational Studies	Associate	Technologies	2010		999	Sand			
Associate of Applied Science	Academic Associate	Business Administration	910	90	166	64%	100%	50%	N/A
Associate of Applied Science	Academic Associate	Computer Aided Design – Architectural Drafting	1180	90	152	54%	100%	73.4%	N/A
Associate of Applied Science	Academic Associate	Criminal Justice	905	90	122	56%	67%	56.8%	N/A
Associate of Applied Science	Academic Associate	Graphic Design	1180	90	122	57%	61%	57.8%	82.1%
Associate of Applied Science	Academic Associate	Information & Network Technologies	1225	90	84	56%	66%	62.5%	60%
Associate of Applied Science	Academic Associate	Medical Office Management	945	90	58	73%	100%	N/A	N/A
Associate of Applied Science	Academic Associate	Medical Insurance Coding and Billing	1080	90	135	71%	N/A	N/A	N/A
Associate of Applied Science	Academic Associate	Paralegal	925	90	78	53%	65%	54.4%	51.9%
Bachelor of Science	Academic Bachelor	Business Administration: Major in Management	1820	180	93	58%	89%	52.2%	66.7%
Bachelor of Science	Academic Bachelor	Business Administration: Major in Human Resource Management	1820	180	35	59%	N/A	81.1%	N/A
Bachelor of Science	Academic Bachelor	Business Administration: Major in Marketing Management	1820	180	38	69%	92%	70%	100%
Bachelor of Science	Academic Bachelor	Business Administration: Major in Project Management	1820	180	7	45%	N/A	66.7%	N/A
Bachelor of Science	Academic Bachelor	Business Administration: Major in Accounting	1820	180	8	91%	76%	70.3%	87.5%
Bachelor of Science	Academic Bachelor	Business Administration: Major in Healthcare Management	1820	180	6	87%	53%	59.2%	75%
Bachelor of Science	Academic Bachelor	Criminal Justice: Major in Administration	1820	180	.58	73%	66%	53.7%	70%
Bachelor of Science	Academic Bachelor	Criminal Justice: Major in Corrections	1805	180	8	31%	N/A	84.2%	N/A
Bachelor of Science	Academic Bachelor	Criminal Justice: Major in Investigations	1820	180	22	41%	N/A	71.7%	N/A
Bachelor of Science	Academic Bachelor	Graphic Design: Major in Animation	2330	180	3	72%	33%	70.1%	51.6%
Bachelor of Science	Academic Bachelor	Graphic Design: Major in Game Art	2325	180	20	88%	25%	71.7%	31.5%
Bachelor of Science	Academic Bachelor	Graphic Design: Major in Visual Communications	2305	180	42	74%	62%	68.8%	80.8%

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Bachelor of Science	Academic Bachelor	Interior Design	2330	180	6	83%	42%	60.7%	56.3%
Bachelor of Science	Academic Bachelor	Graphic Design: Major in Web Design	2305	180	39	72%	62%	67.9%	81.3%
Bachelor of Science	Academic Bachelor	Business Administration: Major in Fashion Merchandising	1995	195	m.	81%	88%	73.3%	93.3%
Bachelor of Science	Academic Bachelor	Information & Network Technologies: Major in Network Management	2350	180	37	77%	85%	60.3%	66.7%
Bachelor of Science	Academic Bachelor	Information & Network Technologies: Major in Systems Security	2350	180	26	83%	81%	65.7%	89.3%
Bachelor of Science	Academic Bachelor	Information & Network Technologies: Major in Computer Forensics	2305	180	17	59%	100%	90%	N/A
Bachelor of Science	Academic Bachelor	Software Development: Major in Game Software Development	2145	180	152	52%	43%	56.8%	51.5%
Master of Business Administration	Master	Master of Business Administration	540	54	69	80%	88%	79.7%	70.2%
Bachelor of Arts +++	Bachelor of Arts	Management	1995	195	1				
Bachelor of Science+++	Bachelor of Science	Computer Network Management	2360	187	1)				
Bachelor of Science+++	Bachelor of Science	Criminal Justice	1995	197,5	2				
Bachelor of Science+++	Bachelor of Science	Game Art	2605	199,5	2				
Bachelor of Science+++	Bachelor of Science	Information Systems Security	2380	187	, k	1	-		
Bachelor of Science+++	Bachelor of Science	Game Software	2385	196	1				
Bachelor of Science+++	Bachelor of Science	Visual Communications	2640	200.5	1				
Non-degree++++	Non-degree			11 121	3				

TOTAL ENROLLMENT 1662

Notes: Type in bold any retention rate below 65% (programs >1 year in length) or 70% (programs ><1 in length) and any placement rate below 70%. Delete either Sem. or Qtr. in the column 3 heading. Add or delete rows as needed.

+++ Classes in teach out mode with last class completion, October 2014

++++ Non-degree, student is just taking a class without a major

INTRODUCTION

Please use this page to give a narrative introduction of the campus.

Provide a brief history of the campus, a description of its geographic service area, and a description of the composition of the student population.

Westwood College Online is one of sixteen campuses located in Colorado, Illinois, Georgia, and Virginia. Westwood College is a wholly-owned entity of Wesgray Corporation which is wholly-owned subsidiary of Westwood College, Inc.

The Westwood College Online campus was approved in August 2008 as an additional location of Westwood College Online, Los Angeles

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California and the first term was in May 2009. The Online campus offers its courses and programs from Broomfield, Colorado. This campus is located in a business district.

At the time of the visit there were a total of 1662 students enrolled online in 1 non-degree course offering (student can take a class and not major) 3 students are enrolled, 1 occupational associates degree with 48 students, 8 academic associates degree programs with students enrolled, twenty-six bachelor's degree programs with students enrolled, and 1 master's degree program with 69 students enrolled.

Based on the most recent data available, the Campus Effectiveness Plan reports the student population is 53% female and 47% male; and the average age is 33.34 years. Of those reporting it on the survey form provided when the most recent data was collected, the ethnicity of the student population was 21% African American, 46% Caucasian, 3% Hispanic, 1% Native American, 2% Asian/Pacific Islands, and 27% of the students not reporting their ethnicity.

It is important to note that all Westwood College campuses converted to a curriculum called the Career Advantage Program (CAP) in 2012. All programs were reviewed by system curriculum committees and modified to be more efficiently delivered. A major change resulting from the implementation of the CAP curriculum is that most courses were granting 3.5 quarter credits to 4.5 quarter credits. The CAP curriculum model is an effort to ensure Westwood College is offering the most updated programs as possible to better prepare their graduates for employment. In addition this model closely resembles the standard semester credit model and allows for the possibility of easier transferability to institutions external to Westwood College. Due to this revision the following bachelor programs are in teach out mode with expected close out October 2014. There are 7 bachelor's degree programs; Management (1 student), Computer Network Management (1 student), Criminal Justice (2 students), Game Art (2 students), Information Systems Security (1 student), Software Development (1 student), Visual Communications (1 student), and Visual Communications (1 student).

1. MISSION

1.01	Give the page number in the campus catalog on which the mission statement can be found. The Westwood Online mission statement is located on page 8 in the 2014 Academic Catalog, Westwood College Online.
1.02	Does the campus have an appropriate mission statement with a set of supporting objectives? ☑ Yes ☐ No
1.03	Are the objectives devoted substantially to career-related education? ☑ Yes ☐ No
1,04	Are the objectives reasonable for the following? (a) The programs of instruction Yes No (b) The modes of delivery. Yes No (c) The facilities of the campus. Yes No
1.05	Are the mission statement and supporting objectives appropriately disclosed in the campus catalog and in other publications that are readily available and understandable to the public? Yes \sum No
1.06	Is the campus committed to successful implementation of its mission? ☑ Yes ☐ No
1.07	Does the campus have a current Campus Effectiveness Plan (CEP)? ☑ Yes ☐ No
1.08	If the campus is an additional location, does the additional location have its own CEP, separate from the main campus IEP? Yes No Not Applicable

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1.09	Does the CEP describe the following? (a) The characteristics of the programs offered.	
	 (b) The characteristics of the student population. ∑ Yes □ No (c) The types of data that will be used for assessment. 	
	 ✓ Yes ✓ No (d) Specific goals to improve the educational processes. ✓ Yes ✓ No 	
	(e) Expected outcomes of the plans. ⊠ Yes □ No	
110	Are the following five required elements evaluated in the CEP? (a) Student retention.	
	 	
	(c) Level of graduate satisfaction. ⊠Yes □ No □ Not Applicable (new additional location only)	
	 (d) Level of employer satisfaction. 	
1.11	Define the student learning outcomes used by the campus and how these outcomes are being assessed. The data used to demonstrate learning outcomes in the educational programs includes data that supp skill sets and knowledge. This data consists of retention and placement rates, student and gradua satisfaction surveys, student's grades, and instructor classroom observations	oorts the acquisition of appropriate
1.12	Are the following identified and described in the CEP? (a) The baseline data for each outcome.	
	Yes No Not Applicable	
	(b) The data used by the campus to assess each outcome. ☑ Yes ☐ No ☐ Not Applicable	
	(c) How the data was collected.	
	☐ Yes ☐ No ☐ Not Applicable	
	(d) An analysis and summary of the data collected and an explanation of how the data will be processes.	used to improve the educational
1,13	Has the campus published annual placement and retention goals in its CEP that take into account its Accountability Reports and that demonstrate its ability to maintain or improve retention and placement Yes No No Applicable (new additional location or initial applicant only)	
1.14	Has the campus published specific activities that will be undertaken to meet placement and retention g ☐ Yes ☐ No ☐ Not Applicable (new additional location only)	oals?
1,15	Describe the specific activities that the campus will undertake to meet these goals, *Westwood College Online established a retention rate goal of 70% for 2014.	
	*The campus streamlined the communication process between instructors and academic advisors. This identification of at-risk students.	allows for earlier
	*The campus will look at improving inside coaching to assist students.	
	*Work toward improving faculty manitoring and ensure faculty are meeting online teaching standards	

ACICS INITIAL, REEVALUATION, OR ADDITIONAL LOCATION INCLUSION REPORT VER. January 1, 2014 Page 7 of 68 *During week 1 of classes, there has been implementation of a video announcement submitted by the instructor. Program chairs also embedded video announcements introducing themselves to their program students. *Placement *Improve evaluating process of employment rates and other and other employment data. *The Career Services Team will meet with the Academic Dean, and Program Chairs toreview Program Advisory Committee recommendations for additional job leads. *The Career Advisor will attend adobe connect room meeting with students. This will provide students with information and tips for students first mock interview. *The campus implemented exit interview process and graduation packets for all graduates. *The campus will continue to focus on improving the performance and user friendliness in the classrooms. *Career Services schedules guest speaker webinars in areas of career interest. Does the campus have documentation to show the following? 1,16 (a) That the CEP has been implemented. X Yes ☐ No (b) That specific activities listed in the plan have been completed. □ No X Yes (c) That periodic progress reports have been completed. No 1.17 Who is responsible for implementing and monitoring the CEP? Describe this individual's qualifications. If a committee is utilized please describe the committee. Mr. Louis Pagano is the chief operating officer at Westwood College Online campus and responsible for implementing and monitoring the campus effectiveness plan (CEP). He is assisted with the CEP by a campus steering committee consisting of the executive assistant, onsite administrator, director of student services, vice president admissions, academic dean, director of marketing, and academic operations managers. Mr. Pagano began his Westwood College career in 2001. He became the online chief operating officer September 2010. He holds a bachelor degree in Electrical Engineering from the University at Buffalo, The State University of New York and a master's in Engineering Management from National Technological University, Ft. Collins, Colorado. He brings to the campus over twenty years of management experience. Does the campus have documentation to show that the CEP is evaluated at least annually? 1.18 X Yes Not Applicable (new additional location or initial applicant only) GENERAL COMMENTS: The CEP provided to the team meets Council expectations for CEP content. 2. ORGANIZATION 2.01 Is the following information regarding the campus appropriately stated in the catalog? (a) Governance, control, and corporate organization. X Yes ☐ No Names of the trustees, directors, and/or officers. X Yes No Names of the administrators. X Yes No 2.02 Does the campus: (a) Adequately train its employees? X Yes ☐ No (b) Provide them with constant and proper supervision? □ No X Yes (c) Evaluate their work?

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	⊠ Yes	□No	
2.03	Is the admini ✓ Yes	stration of the campus efficient and effective?	
2.04	(a) Clearly (npus maintain written documentation to show that faculty and staff members: anderstand their duties and responsibilities? No se person to whom they report? No and the standards by which the success of their work is measured? No	
2.05	Does the adn ☑ Yes	ninistration maintain documentation of the evaluation of the faculty and staff? No	
2.06	Has the camp ⊠ Yes	ous adopted a policy on academic freedom that has been communicated to the faculty?	
2.07	Does the can ☑ Yes	npus have an appropriate grievance policy for faculty and staff? ☐ No	
2.08	Does the car address of A	npus catalog or the student handbook contain an appropriate grievance policy for stud CICS? No Not Applicable (initial applicants only)	ents that includes the name and
2.09	Mr. Louis Pa became the o Buffalo, The	Insible for the financial oversight of the campus, and what are this person's qualifications' agano is responsible for financial oversight of the campus. Mr. Pagano began his Westwood online chief operating officer September 2010. He holds a bachelor degree in Electrical Eng State University of New York and a master's in Engineering Management from National Torado. He brings to the campus over twenty years of management experience.	College career in 2001. He ineering from the University at
Even		ENTS: delivery system is online format, interviews with faculty and students promotes a spirit of g students, staff, and faculty.	cooperation and open
3.	ADMINI	STRATION	
3.01		ence that the chief on-site administrator(s) or the self-study coordinator for the campus attempts prior to the final submission of the self-study?	ended an accreditation workshop
3.02	Are all staff o	well trained to carry out administrative functions?	
3.03	Mr. Ralph F holds a bach	n-site administrator, and what are this person's qualifications? freye is the onsite administrator and vice president of student services. He began his Westwelor degree in Accounting from Ferris State University, Big Rapids, Michigan and a master on from Argosy University, Chicago, Illinois. He brings to the campus over eighteen years	's degree in Business
3.04	Does the can	npus list degrees of staff members in the catalog?	
	If Yes, is app	ropriate evidence of the degrees on file?	

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	⊠ Yes	□No		
	24	Д		
3.05			npus keeps adequate records to support the following administrative oper	ations?
		l aid activities.		
	⊠ Yes	☐ No	☐ Not Applicable (campus does not participate in financial aid)	
	(b) Admissi			
	⊠ Yes	☐ No		
	(c) Curricul			
	⊠ Yes	☐ No		
		ation and licensu	re.	
	☐ Yes	⊠ No		
	(e) Guidanc	The state of the s		
	⊠ Yes	☐ No		
		onal resources.		
	⊠ Yes	□ No		
		and equipment.		
	⊠ Yes	□ No		
	(h) The scho			
	⊠ Yes	No		
	(i) Faculty:			
	⊠ Yes	□ No		
		activities.		
	⊠ Yes	☐ No		
	(k) Student			
	⊠ Yes	□ No		
3.06	(3-1-303 (a) placement, a Does the can	: The school doo ttestations, and v npus admit abilit	, insert the section number in parentheses and explain: es not keep adequate records as it relates to accreditation and licensure or vaiver verification. y-to-benefit students?	the CAR. Especially regarding
	Yes	No (Skip i	o Question 3.11.)	
3.11	Do student fi ⊠ Yes	les contain evide	nce of graduation from high school or the equivalent?	
3.12	Are appropri	ate transcripts ma	aintained for all students?	
54.15	⊠ Yes	□ No	mand to at statems.	
214	i	6.11	and the second of the second o	71.0
3.13	Yes	System fully ex	plained on the transcript, and is it consistent with the grading system that a	ppears in the campus catalog?
	(Section 3-1-	303(e)): The gra	ding system is not fully explained on the transcript and is not consistent wi	th that appearing in the catalog,
3,14	Are student r	ecords protected	from theft, fire, water damage, or other possible loss?	
3.15	Does the can	npus maintain tra	nscripts for all students indefinitely?	
	⊠ Yes	□ No	and the first of the same of the same of an east through the	
3.16	Does the can	npus maintain ad	missions data and other records for at least five years from the last date of	attendance for all students?
	⊠ Yes	□ No		
4. 1	RELATION	ONS WIT	TH STUDENTS	

4.01 How many student files were reviewed during the evaluation?

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		viewed a total of 62 student files, including: 10 currently active students, 19 current stud graduates from the CAR, 2 new students from the CAR, 3 re-enters from the CAR and 10	
4.02	Does the can	npus ensure that its student relations reflect high ethical standards?	
4.03	Does the cam	npus have appropriate admissions criteria?	
4.04	Does the cam	npus contract with third parties for admissions and recruiting purposes? No	
4.05		ence to document that admissions criteria are applied consistently to all students admitteria (e.g., that students admitted into specific programs for the same start date are admitted	
4.06	Does the adm ☑ Yes	nissions policy conform to the campus's mission?	
4.07	Is the admiss	ions policy publicly stated?	
4.08	Is the admiss ☑ Yes	ions policy administered as written?	
4.09	(a) Clearly ofX Yes(b) OutlinesX Yes	inpus use an enrollment agreement for each enrolled student that : outlines the financial obligations of both the institution and the student? \[\sum No \] all program related tuition and fees? \[\sum No \] gnature of the student and the appropriate school representative? \[\sum No \]	
	Is there evide Yes	ence that a copy of the agreement has been provided to the student? No	
4.10	Ms. Kimberl Beckman has Business Ad	nsible for the oversight of student recruitment at the campus and what are this person's quality Beckman, senior vice-president of admissions, is responsible for the oversight of studers a master's degree in Business Administration from University of Colorado-Colorado Siministration and Spanish from Coe College, Iowa. She has been working at Westwood wrent role since 2011.	it recruitment at the campus. Ms. prings and a bachelor's degree in
4.11	campus? The team in	cam able to verify that the recruiting process for new students is ethical and compatible with the recruiting process for new students and the vice-president of admissions as a verify the recruiting process for new students is ethical and compatible.	
4.12		□ No	mation regarding the following?

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	∑ Yes(e) Operating∑ Yes	□ No g policies. □ No					
4.13		npus use prospective student names obtained as a result of a survey, canvass, or promise of future employment or income while as a result of other marketing activity? No					
4.14	Does the state	es the state in which the campus operates require representatives to be licensed or registered? Yes No					
	If Yes, is evide ☐ Yes	is evidence of licensure or registration on file?					
4.15	Are the titles o ✓ Yes	of recruitment and enrollment personnel appropriate?					
4.16	Does someone and disbursen Yes	e other than recruitment and enrollment personnel make final decisions regarding financial aid eligibility, packaging, awarding, nent? No No Not Applicable (campus does not participate in financial aid)					
4.17	Are all recruit ☑ Yes	ters supervised by the campus to ensure that their activities are in compliance with all applicable standards?					
4.18	Does the cam	pus have written policies and procedures for evaluating and accepting transfer of credit? No					
4.19	Is there eviden	nce that the campus properly awards transfer of credit? No No Not Applicable					
4.20	Does the cam	pus publicize its transfer credit policies, including policies related to accepting transfer credit from another campus? □ No					
4.21	Has the campus established articulation agreements with other institutions? ⊠ Yes □ No(Skip to question 4.23 for Master's Degree Programs or 4.24 for all programs)						
	If Yes, has the ⊠ Yes	campus published a list of institutions with which it has established the agreements?					
4.22		ampus provide documented notification to students of the articulation agreements and the transferability of credits in the lat are offered?					
4.23	Is the maxim master's degr	aximum permissible number of transfer credits into the program limited to one-half or fewer of the credits required for the degree?					
4,24	Is the standard ☑ Yes	Is of satisfactory academic progress policy published in the catalog?					
	If Yes, state the page number(s) where the standards of satisfactory academic progress policy is published? The standards of statisfactory academic progress can be found in the addendum to the academic catalog on page 2-6.						
4.25	Does the standards of satisfactory academic progress (SAP) policy published in the catalog contain the following? (a) A definition of the maximum time frame allowed for students to complete a program as 1.5 times the normal program length. Yes \sum No						

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ACICS INITIAL, REEVALUATION, OR ADDITIONAL LOCATION INCLUSION REPORT VER. January 1, 2014 Page 12 of 68 (b) A schedule that designates the minimum percentage of work that a student must successfully complete at the end of each evaluation increment to complete the program within the maximum time frame. No (c) Procedures for re-establishing satisfactory academic progress. X Yes No (d) A definition of the effects of the following on the CGPA and successful course-completion percentage: Withdrawals. Incomplete grades. X Yes No Repeated courses. X Yes No Non-punitive grades. X Yes No Not Applicable (campus does not offer) Non-credit or remedial courses. X Yes ☐ No ■ Not Applicable (campus does not offer) A warning status. X Yes ☐ No Not Applicable (campus does not use) A probationary period. X Yes ☐ No An appeal process. X Yes ☐ No An extended-enrollment status. ☐ No Not Applicable (campus does not offer) Yes The effect when a student changes programs. X Yes Not Applicable (campus only offers one program of study No The effect when a student seeks to earn an additional credential. X Yes No Not Applicable (campus only offers one credential) The implications of transfer credit. X Yes No Does the campus apply its SAP standards consistently to all students? 4.26 X Yes No 4.27 Are students who are not making satisfactory academic progress properly notified? ■ Not Applicable (no students are in violation of SAP) X Yes 4.28 Is SAP evaluated at the end of each academic year or at 50% of the normal program length if the program is one academic year in length or shorter? X Yes ☐ No 4.29 Is SAP evaluated at the end of the second academic year and at the end of each subsequent academic year where students must have a minimum CGPA of 2.0 on a scale of 4.0 or its equivalent? X Yes Not Applicable (all programs are one year or less) 4.30 Are students who are not making satisfactory academic progress at the end of the second year dismissed? Not Applicable (all programs are less than two years) 4.31 Are qualitative and quantitative components evaluated cumulatively for all periods of a student's enrollment? Yes □ No 4.32 Are students allowed to remain on financial aid while under warning status? Not Applicable (campus does not participate in financial aid) If Yes, is the student informed of this policy? X Yes ☐ No

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4,33	Are students	whose appeal	s are granted due to mitigating circumstances placed on probation,	eligibility for financial aid reinstated and			
	considered to be making satisfactory academic progress? Yes \[\sum \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \						
4.34	circumstance	es?	ed in an extended-enrollment status denied eligibility for federal f				
	Yes	□ No	Not Applicable (campus does not have extended enrollment and	d/or does not participate in financial aid)			
4.35	Do credits att ☐ Yes	tempted during	the extended-enrollment status count toward the 1.5 times of normal policy. Not Applicable (campus does not have extended enrollment)	rogram length?			
4.36		For students who have exceeded one and one-half times the standard time frame and were awarded the original credential, were an additional financial obligations waived? Yes No Not Applicable (there is no such student)					
4.37	Are students required to have a minimum CGPA of 2.0 or its equivalent upon graduation from all programs? ☑ Yes ☐ No						
4.38	Who is responsible for the administration of satisfactory academic progress, and what are this person's qualifications? Mr. Fletcher Brown, registrar, is responsible for the administration of statisfactory academic progress. Mr. Fletcher has an associate degree in Computer Networking, a bachelor's degree in Computer Network Management and a master's in Business Administration, all from Westwood College. He has been working in academic registration since 2000, and 11 of those years are at Westwood.						
4.39	Does the campus encourage and assist students who are experiencing difficulty in progressing satisfactorily in their programs? ☑ Yes ☐ No						
4.40	Does the cam (a) Schola (b) Grants (c) Loans.	rships.	y of the following? (Mark all that apply.)				
			offer scholarships, grants, and/or loans. (Skip to Question 4.42.)				
	If Yes for any ⊠ Yes	item, does the	campus properly identify all scholarship, grant, and loan programs?				
4.41	Does the can its catalog? Yes	npus fully discl	ose the terms, conditions, and application procedures regarding campu	is loan, scholarship and grant programs in			
4,42	Are all similarly circumstanced students who enrolled at the same time and in the same programs charged the same tuition and fees? ☑ Yes ☐ No						
4.43	Are tuition ar ⊠ Yes	nd fees clearly :	stated in the catalog?				
	If Yes, have s ⊠ Yes	students confir	med receiving a copy of the catalog? Not Applicable				
4.44	(a) Charges ⊠ Yes		students clearly show the following? f tuition.				